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ABSTRACT

The focus of this conference was on programs and experiences in public archaeological education in the Plains states and immediate neighbors. The contents lists the following papers: (1) "Introduction to the Symposium" (William B. Butler); (2) "Archaeological Educational Programs in Colorado" (Kevin D. Black); (3) "Statewide Archaeological Education Programs in Illinois" (Paul Katz; Susana R. Katz; Joyce A. Williams); (4) "Public Programs on Archaeology in Iowa" (Stephen C. Lensink; Leah D. Rogers); (5) "Reaching the Public in Kansas" (William B. Lees; Randall M. Thies); (6) "Archaeological Outreach Programs in Missouri: The Success of Formal Cooperative Agreements" (Greg Fox); (7) "Archaeology and Public Education in Montana" (Dave Schwab); (8) "Public Archaeology in Nebraska" (Anne Wolley Vawser; John R. Bozell); (9) "New Mexico Heritage Preservation Week: Friendly Advice from Those on the Front Lines" (Lynne Sebastian; David W. Cushman); (10) "Archaeology for the Masses in North Dakota" (J. Signe Snortland; Fern E. Swenson); (11) "The Sooners Came Late: Public Archaeology in Oklahoma" (Robert L. Brooks); (12) "Public Education in Archaeology within South Dakota" (Todd Kapler); (13) "Archaeological Education Programs in Texas: Professional and Avocational Archaeologists as Partners" (Pat Mercado-Allinger); (14) "Public Archaeology and Education Programs in Wyoming" (Mark E. Miller; Mary Hopkins); (15) "Learning from the Past: Education Programs of the Saskatchewan Archaeological Society" (Carolyn Thauberger; Tim E. H. Jones); (16) "The Public Education Initiative and the Society for American Archaeology" (Edward Friedman; Phyllis Messenger); and (17) "Federal Archaeological Public Awareness Activities" (Ruthann Knudson). (EH)

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STATE ARCHAEOLOGICAL EDUCATION PROGRAMS

William B. Butler

Editor

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NATIONAL PARK SERVICE
Rocky Mountain Region
Division of National Preservation Programs
INTERAGENCY ARCHEOLOGICAL SERVICES

1992

SO 024 922

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PREFACE

Robert Baker

Regional Director

National Park Service
Rocky Mountain Regional Office

The National Park Service is charged by Congress with the preservation and protection of important natural and cultural resources for the enjoyment and education of the people of the United States. These resources are the touchstones of the past which help us to understand who we are.

Not only do we want the visitors to our parks to enjoy the majesty of the natural environment, or wonder about our cultural resources, we also want them to understand what it is that we are charged with projecting. Throughout our 75 year history, public education has long been a major consideration of the National Park Service as exemplified through our broad interpretive programs in each of our over 300 units in the Park Service system.

The Park Service has long benefited from a partnership with state organizations and the public concerned with the prehistory of our Nation. The passage of the *Antiquities Act of 1906* and the creation of *Mesa Verde National Park* are just two instances wherein the public voiced its concern about our irreplaceable cultural resources.

In the Rocky Mountain Region, we are not only committed to preserving and protecting our resources, but also with the development of our personnel, and providing service to our visitors — public education in archeology is such a service and I am pleased to present this volume on archeological education.

STATE ARCHAEOLOGICAL EDUCATION PROGRAMS

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INTRODUCTION TO THE SYMPOSIUM

William B. Butler

National Park Service
Interagency Archeological Services

In 1977, the Society for American Archaeology expressed a real concern about the archeological community's lack of communication with the American public about archeology and the preservation of the national cultural heritage (McGimsey 1977:78-89). Although many things have changed in archeology land since 1977, this fifteen year old publication is still a valuable source of information on a variety of important topics — including public education and involvement.

Prior to 1977, many states had been actively involved in educating the public about archeology. The program in Arkansas has long been viewed as one of the best examples of a proactive program concerned with education and public involvement (see McGimsey 1972). However, Arizona's "Archaeology Week" (see Hoffman and Lerner 1988) is often cited as providing an important impetus to get other states more actively involved in educating the public about archeology. The last few years has seen a tremendous increase in the establishment of archeological educational committees, the release of numerous publications, films, grade school curricula, and of course, *posters!*

As its title suggests, the *Listing of Education in Archeological Programs (LEAP)* is a comprehensive listing of Federal, state, and private educational programs, activities, and teaching aids for archeological education (Knoll 1990). The *Federal Archeology Report* of March 1992, includes several summary articles on archeological educational endeavors that are related to the papers in this volume.

Although "archeology preservation weeks" would now appear to be rather common place throughout the nation, information was lacking about how the various state programs were organized, what they were doing, and how they were doing it, i.e., the good, the bad, and ugly experiences.

At the Society for American Archaeology meeting in New Orleans in 1991, I approached Bill Lees, program chairman for the forthcoming Plains Anthropological Conference, about organizing a symposium for the Conference wherein the states could present their programs and experiences so as to benefit other states and organizations involved with public archeological education. At the same meeting, Bill pointed me in the direction of Greg Fox of the University of Missouri who had also just approached Bill with the same idea. Thus, we joined forces and a symposium titled *State Archaeological Educational Programs* was presented at the 49th Annual Meeting of the Plains Anthropological Conference, November 15, 1991, in Lawrence, Kansas.

Several states were contacted as to their interest in participating in the symposium and the response was immediate and overwhelming. In fact, although not initially invited, Paul and Susana Katz in Illinois heard about the symposium and asked if they could be involved; we were pleased to include the Illinois program in the symposium.

Our focus was on the Plains states and immediate neighbors. Although not a Plains state, the presentation from Illinois

provides us with a broader perspective. We were also fortunate to include a presentation from Saskatchewan to give a Canadian view of archeological education.

We also requested Ed Friedman, chairman of the Society for American Archaeology's Committee on Public Education, to comment on the symposium and briefly discuss the Society's educational endeavors.

Ruthann Knudson from the Archeological Assistance Division of the National Park Service in Washington, D.C., was also asked to comment and provide information on the Federal efforts in archaeological education.

Had more time been available for the symposium, we would have attempted to include more states in the program. Be that as it may, we believe the papers presented in this volume provide some good examples of what many states are doing toward archeological education.

This volume is a compilation of the papers presented at the symposium. Several of the papers presented in the symposium were devised for oral presentation with slides and charts. Unfortunately, these visual aids are not included here.

All the papers presented here provide valuable information about their overall educational efforts — yet each offer new or different approaches. The papers by Bob Brooks from Oklahoma, Dave Schwab for Montana, and Pat Mercado-Allinger from Texas take additional care in identifying the "public" and presenting the "message". Lynne Sebastian and David Cushmans' contribution from New Mexico contains pragmatic advice about organizing and funding "archeology preservation weeks". Native American concerns are an important element in all the state education programs — see especially the discussion on the Oklahoma program by Bob Brooks.

The participants, and the large audience, were pleased with the symposium presentations and many said that they had picked up some valuable advice form the experiences of other states that could applied to their state — exactly what Greg and I envisioned when organizing the symposium, and what we hope will be accomplished by this publication.

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ARCHÂEOLOGICAL EDUCATIONAL PROGRAMS IN COLORADO

Kevin D. Black

Colorado Historical Society

ABSTRACT

Educational programs in Colorado are sponsored by several organizations, including the Colorado Historical Society, Colorado Archaeological Society (CAS), and a variety of federal agencies. The Historical Society offers educational opportunities through both the Office of the State Archaeologist of Colorado (OSAC), and the Education Department. The Program for Avocational Archaeological Certification (PAAC) is one of the more visible examples and is available to Colorado citizens state-wide through OSAC sponsorship. The Education Department's materials include archaeology kits for schools to demonstrate excavation and documentation methods, films, and in-house talks about Plains Indian life. Outreach efforts involve talks and slide shows on archaeology presented to public and private schools by both OSAC and CAS, and anti-vandalism programs focused on an annual Archaeology Preservation Week publicized in poster campaigns and public service announcements.

INTRODUCTION

Apart from degree programs through state colleges and universities, Colorado offers its citizens several programs to learn about archaeology and preservation issues. These programs are available through various state, local, and private organizations, notwithstanding the significant support received from federal agencies having offices in Colorado. In this paper, I'd like to summarize these programs, highlighting both their advantages and shortcomings, as well as plans for future improvements in public outreach. I've also brought along copies of brochures, handouts and posters regarding many of these programs.

At the state level, educational programs are available through the Colorado Historical Society (CHS) and the Colorado Archaeological Society (CAS), as well as Archaeology Preservation Week publicity sponsored by an intergovernmental and private consortium called the Colorado Interagency Anti-Vandalism Task Force (CIATF).

To begin, the Colorado Historical Society provides programs through two of its departments. The Office of the State Archaeologist (OSAC) sponsors the Program for Avocational Archaeological Certification, while the Education Department provides films, portable archaeology kits and in-house programs.

PROGRAM FOR AVOCATIONAL ARCHAEOLOGICAL CERTIFICATION

The Program for Avocational Archaeological Certification (PAAC) program was established in 1978 as a cooperative venture between OSAC and CAS. Initially, avocational training provided by OSAC was only available to CAS members but in 1990, the program was opened to all citizens of Colorado. Loosely modeled after the Arkansas training

program, PAAC certification emphasizes survey and laboratory work — no certificates in excavation are offered. Actual in-the-field training is also quite limited in PAAC with an emphasis on classroom experiences, although the certification process requires participants to take part in survey and lab work outside the OSAC-sponsored activities. Thus, the PAAC program is meant to compliment, rather than compete with, field schools offered through colleges and universities.

Currently, twelve classes are available through PAAC, leading to certification at six levels. There are three certificates in the survey module, two in the laboratory module and one "Specialty Surveyor" certificate which recognizes independent study efforts. The classes are offered in thirteen cities across Colorado. At the present time, these are limited to the cities which have local CAS chapters since the CAS chapters are responsible for all local publicity and facilities arrangements. However, OSAC can extend the PAAC program to other cities where organized interest demands it, on a staff-available basis. Individual classes cost a nominal fee of $10 to cover materials and photocopying expenses, while the teacher salary and related travel expenses are provided by OSAC through Historic Preservation grant funds from the National Park Service.

The PAAC program has been highly successful in its thirteen years of existence, training hundreds of volunteers throughout the state. Courses are both inexpensive and widely available. Interest in PAAC continues to be high, and recruitment into the program seems steady. Problems, however, prevent calling the program a complete success. Only one teacher — the Assistant State Archaeologist — is assigned to present courses statewide, necessitating both extensive travel and a current limit of two classes offered per year per city.

Relatively few volunteers in these classes choose to follow through with field work to complete their certificate requirements, opting instead to limit their participation to course work only. And field work opportunities for volunteers have been limited, both due to staff limitations at OSAC and a relatively low involvement in PAAC by the rest of the professional archaeological community in the state.

Efforts to improve the PAAC program continue to be made. We are in the process of making videotapes of the classes, so that towns failing to reach the ten-person minimum course enrollment can make the classes available to smaller groups of people. Also, the videotapes will widen the availability of the classes to towns not currently on the thirteen-city circuit. Also, OSAC this year began to offer field survey work to PAAC trainees, to hopefully increase the pool of fully certified volunteers; such OSAC-led surveys are contemplated to be a regular summer offering. Finally, two new courses were added to the program in 1990, in response to demand from the public and CAS.

EDUCATION

The Education Department at CHS also offers programs in archaeology. Their statewide offerings are to K-thru-12 schools in Colorado, and include both films about archaeology and portable kits for practicing excavation techniques. Both media are available at no cost to schools other than return shipping charges. Two of the included films describe prehistoric and historic Native American cultures in Colorado, and six others cover non-native American Historic period topics.

The portable archaeology kit allows students to "excavate" various Anasazi artifacts buried in sand, while teaching them about excavation and recording techniques, mapping, artifact identification, and the Anasazi culture. Another portable kit teaches kids about the fur trader/trapper era, while four "Grandmothers' Trunks" contain objects on the everyday life of different ethnic groups in Historic period Colorado.

The Education Department also presents in-house programs at the Colorado History Museum in Denver, both for elementary and secondary school children. Students see exhibits, hear presentations on the Anasazi, Plains Indians or other historic groups, and gain hands-on experience both with the physical appearance and use of artifacts. These in-house programs cost 50 cents per student for groups of from 10 to 30 kids.

Finally, the Historical Society's regional museums in eight cities around the state offer educational programs in both history and archaeology via exhibits, lectures and the like. All of the Education Department's programs are very successful — in fact, the success of some has created the "problem" of not enough supply to meet the demand at certain times — particularly the archaeology kits. Other drawbacks are similarly minor ones, such as the long-distance travel necessary for school kids outside of the Denver metro area to take part in the in-house programs.

Funding for the Education Department is through the CHS' various sources While it is a state agency, the Historical Society gets much of its annual budget from federal and private grants in addition to the state's allocation.

THE COLORADO ARCHAEOLOGICAL SOCIETY

The Colorado Archaeological Society (CAS), with its thirteen currently active chapters around the state also has the network in place to educate the public about archaeology on a statewide basis. The CAS quarterly journal, Southwestern Lore, serves both the professional and avocational communities as well as being distributed to many libraries both within and outside Colorado. It is a fine outlet both for summary reports on archaeological sites and projects, and for publicity about activities such as Archaeology Preservation Week.

Educational programs are sponsored by the local chapters, and include lectures, slide shows, articles in newsletters, field trips, talks and demonstrations for schools, and workshops. CAS has been very active and instrumental in the dissemination of information about preservation issues both to schools and the public at large. They offer small scholarships and stipends to students of archaeology and, in an indirect way, their participation in the PAAC program has helped the CHS in its fund raising efforts, since PAAC course attendance is counted toward the matching funds required by the National Park Service in its Historic Preservation Fund grant to the society.

Colorado Archaeological Society funding is almost entirely from private sources, particularly from annual dues, subscriptions to *Southwestern Lore,* and sales of their memoir series. Private donations and agency grants have constituted relatively small percentages of their budget over the long term, albeit there are exceptions in individual years. Certainly, CAS can be described as one of the most successful and long-lived state archaeological organizations in the country. They have been in operation since 1935, their dues are relatively low, and they boast a membership over 1000 people strong.

If there is a down side to their overall success story, it might be their limitation to 13 local chapters with little representation in the more remote parts of the Colorado plains, mountains and northwest plateaus. Efforts are underway in a few small towns to expand the local chapter system.

More significant in the short-term, perhaps, is a planned educational symposium in 1993 which CAS is helping to organize. The plan is to offer workshops in a retreat-like setting to help Colorado's elementary and secondary school teachers present archaeology to their students in a more accurate and coordinated manner.

COLORADO INTERAGENCY ANTI-VANDALISM TASK FORCE

The last of the statewide efforts to describe is the Colorado Interagency Anti-Vandalism Task Force (CIATF). This is a cooperative venture with current involvement of CHS, CAS, the USDA-Forest Service, Bureau of Land Management, National Park Service, Bureau of Reclamation, and the Colorado Council of Professional Archaeologists (CCPA). The Task Force is organized to discuss ways of stemming the tide of vandalism in Colorado and, at the same time, raise public awareness of archaeology and preservation issues. Thus, education has been a prime topic of interest for CIATF.

The task force has an education subcommittee used both to gather and disseminate information about archaeological education. Lists of available curricula in archaeology have been collected, and interagency cooperation in educational efforts has been fostered.

Perhaps most important, the CIATF has been instrumental in promoting and implementing an annual Archaeology Preservation Week in Colorado, the third of which is planned to take place the week of April 26 to May 2, 1992. Major parts of this effort have been school programs, public service announcements on radio and TV, a widely distributed poster, a speakers bureau, workshops, etc. Funding for these activities is in the form of in-kind contributions from the various participating agencies and organizations.

LOCAL PROGRAMS

At the local level are several other educational programs in Colorado, mostly available through academic institutions. This includes archaeology classes which may count toward elementary and secondary teacher recertification. For example, Colorado Mountain College has three main campuses and several smaller branch community centers throughout central and northern Colorado, most of which offer archaeology classes applicable toward teacher recertification.

Front Range Community College in Westminster recently has instituted a certification program in archaeology, intended to provide background training applicable toward field crew-level positions on surveys. This includes a two-course sequence--Introduction to Archaeology and Archaeological Methods--with a specific goal of Native American participation in the program. To this end, an advisory group has been formed for the program involving both OSAC and the Native American Heritage Council. Since the program is new, it is too soon to assess its successes or shortcomings; funding for the program is simply part of the community college's academic budget, which is in the state's Higher Education Department.

Two other educational programs are offered in southwestern Colorado. The University of Colorado alumni club operates a small center in Cortez with several educational foci. They sponsor public lectures, project displays and field trips, with programs emphasizing — but not limited to — the highly visible Anasazi archaeology of the Four Corners region. The center's activities are funded through alumni club dues, and enjoy broad public support in the Cortez area. If there is any shortcoming to their program, it is that similar centers are not in place anywhere else in the state — certainly a condition for which the club cannot be blamed. Theirs is a program many communities may wish to emulate.

To the west of the town of Cortez is the Crow Canyon Archaeological Center, a more widely known facility with ongoing and highly successful programs in both archaeological research and education. Crow Canyon sponsors classes — including some applicable toward teacher recertification — that are also transferable

to Colorado State University degree programs. They provide field training opportunities both for high school-age students and interested adult volunteers, and they sponsor a variety of public lectures and field trips.

Crow Canyon's high profile approach ensures both a wide audience and an oft-heard voice on the preservation, education and anti-vandalism themes. They are a privately funded organization via donations and fees charged for their programs. Apart from their important non-field educational efforts, Crow Canyon satisfies the public's curiosity in "dabbling" in field excavation within a closely supervised setting designed to maximize the message of careful documentation and preservation.

DISCUSSION

If the foregoing discussion implies that Colorado has all its bases covered, let me assure you that such is not the case. Even though the above list of programs is far-reaching, it is not quite exhaustive. Several local museums, such as the Rio Grande County Museum in Del Norte, offer programs for locals such as field trips and lectures, but many remote towns and counties in the state are not served by such programs. If public outreach is to be successful in Colorado, we'll need to further widen our audience outside the big cities and county seats into the rural towns, and into areas with less visible archaeological resources.

The final message I'd like to present is that all our efforts in Colorado and adjoining states would be better served in the coordination of our many voices to a single voice. If we underestimate the public's interest in or understanding of archaeology and preservation, perhaps it is because that public is turned off by the multitude of parallel but independent messages they receive from us.

Are the goals of a Historic Preservation Week really different from Archaeology Preservation Week? And can Colorado really afford to limit its message to people at its state borders, while Kansas, Wyoming and Arizona do the same in a different week for sites perhaps only a few yards across the Colorado border? In preservation and education, the whole is very likely to be greater than the sum of our parts, especially when we begin to speak with one voice.

STATEWIDE ARCHAEOLOGICAL EDUCATION PROGRAMS IN ILLINOIS

Paul Katz, Susana R. Katz, and Joyce A. Williams

Illinois Archaeology Awareness Week Steering Committee

ABSTRACT

Most public educational activities in Illinois are conducted by the member-based professional and avocational societies and the state-funded agencies and institutions. Each conducts its own public education programming. There are also a growing number of cooperative efforts between organizations, and these are the focus of this paper. For example, there is a certification program for avocational archaeologists co-sponsored by the Illinois Historic Preservation Agency and the statewide avocational society. The Illinois Department of Transportation collaborates on exhibits with a variety of organizations. A field school to introduce teachers to archaeological approaches is co-sponsored by the state preservation agency, a university, and a museum society. The most ambitious cooperative effort yet is the first Illinois Archaeology Awareness Week, with nine major sponsors representing a cross-section of private, public, state, and federal agencies and organizations.

INTRODUCTION

There are multiple avenues for educating the public about archaeology in the state of Illinois. Various persons, agencies, and organizations are active around the state; however, there are very few organized statewide programs and no single person, agency, or organization coordinates public archaeological education in Illinois. There is no clearinghouse for activities and programs occurring either statewide or around the state. Even putting together this overview required no small amount of research.

We begin with a review of some of the idiosyncratic efforts, then describe and evaluate the several statewide programs in order of their increasing size of public contact, concluding with the latest and greatest of these efforts, the first Illinois Archaeology Awareness Week.

SMALL-SCALE EFFORTS, OCCURRING IRREGULARLY

Several state agencies carry out small, independent activities oriented toward public education. For example, the Illinois Department of Transportation produces archaeological exhibits for their District headquarters, often in cooperation with the archaeologists or with a museum within the district. The Illinois Department of Conservation (IDOC) produces interpretive exhibits for its several archaeological parks. IDOC also publishes at least one popular series which occasionally includes an article about archaeology.

In addition to state agencies, there are institutions and organizations which support archaeological education efforts. For example, there is the annual Archeology Day hosted by the Center for American

Archeology in Kampsville in 1991. Museum educators from across the state met for two days at Dixon Mounds Museum in Lewistown to coordinate their publicity efforts and work towards establishing an archaeological education network.

Noteworthy are the three archaeological museums. These are dedicated exclusively to the exhibition and interpretation of prehistoric material. They include the state-operated Dixon Mounds Museum and Cahokia Mounds Museum, and the private Kampsville Archeological Museum. All have educational programming which supplements their public displays.

AVOCATIONAL ARCHAEOLOGY TRAINING PROGRAM

The first of the statewide archaeological programs we will discuss is the Avocational Archaeology Training Program (AATP). It is jointly sponsored by the Illinois Historic Preservation Agency (IHPA), a state agency, and by the Illinois Association for the Advancement of Archaeology (IAAA), the state organization for avocational archaeologists.

The first step in the AATP program is to join the IAAA. Interested persons then apply to participate in the AATP, pay a $10 one-time fee, and receive a registration form. This form includes an ethics statement with which the participant agrees to abide when the registration form is signed. Written material is provided concerning four areas: the prehistory of Illinois, historic archaeology in Illinois, archaeological ethics, and archeological theory. The applicant takes an open-book, written quiz based on this material and is inducted into the program with the successful passage of this quiz.

The first level includes fulfilling 80 hours of work in each of three areas to qualify as a Survey, Lab, and Field Assistant. The participant keeps a log book, provided by the Program, which is approved by professional archaeologists upon completion of the work. A colorful patch is awarded for each of the three areas.

The second level requires 160 hours of supervised work in the same three areas, leading to qualification as an Experienced Surveyor, Lab Analyst, and Field Excavator. Certificates, signed by the IHPA Chief Archaeologist and by the president of the IAAA, are awarded for each of the three areas. Only when all three areas on each of the two levels are successfully completed can the participant proceed to the third level, the synthesis phase. This involves at least one college-level archaeological course. When completed, the participant "graduates" from the AATP.

To summarize this program, there are a small number of people who are being trained very well. Currently there are about 70 participants in the program, and it is growing. We calculate that a participant will invest a total of about 90 days, or 12 weeks, to complete the first two levels. This is more training time than would be invested by a typical undergraduate field school student. Participating in the AATP takes a real commitment. Once trained, the AATP graduate has proven very valuable to the professional archaeological community. The single greatest problem for participants is finding professional archaeologists to work with during the intensive training phases.

EDUCATIONAL FIELD SCHOOL

The Educational Field School program began in the summer of 1991 as a pilot program. It was co-sponsored by the IHPA, Southern Illinois University-Edwardsville (SIU-E), and by the Cahokia Mounds Museum Society. The initial enrollment consisted of 14 teachers and graduate students. The emphasis of the field school was the development of an archaeological curriculum rather than the more traditional teaching of archaeological methods and techniques.

The field school theme was "Preservation Through Archaeology." During the two-week field portion, the students built an Archaic/Mississippian site as a way of learning about site formation processes. For example, they dug a pit, filled it in, burned it, and buried it. The laboratory portion, held concurrently with the field activities, designed curricula for different grades and according to the interests of the participating teachers. An example here would be the high school teacher designing a high school module based on "garbage can archaeology." Students alternated between the field and the laboratory, experiencing and participating in both sets of activities. Complementing these activities were lectures presented by outside speakers and selected written material dealing with archaeological and cultural resource preservation topics.

Approval and interest by both the educational and archaeological communities were achieved in several ways. Satisfactory completion of the course earned the student four hours of college credit. The content of the course was approved by the SIU-E School of Education. Both the overall course content and the modular curricula developed in its laboratory portion were oriented toward the state learning goals. This was very important in gaining the confidence of both participating teachers and the academic administrators.

It is estimated that the field school contacted approximately 700 people, most of them after the summer session ended. These included the students in the classes which the field school participants subsequently taught, and the audiences attending a series of supplemental school programs which were provided by the field school staff as a follow-up to the summer program.

ILLINOIS ASSOCIATION FOR THE ADVANCEMENT OF ARCHAEOLOGY

The Illinois Association for the Advancement of Archaeology (IAAA) is the statewide organization of avocational archaeologists and more-than-mildly interested citizens. There are currently 13 chapters around the state. Some are larger and more active than others. The total membership statewide is currently 350 and growing. The IAAA is committed to archaeological education, both for its members and for the general public. Chapters regularly sponsor public lectures about archaeology, featuring professional archaeologists as speakers. Whole chapters, as well as individual IAAA members, participate in local and regional public events, where the activities will include demonstrations of aboriginal technologies, displays (but not sales) of artifacts, site tours, and information sessions.

Between the actual IAAA membership and its outreach programs, we estimate that 1,700 people were contacted by IAAA archaeological efforts in 1991.

ILLINOIS ARCHAEOLOGY AWARENESS WEEK (IAAW)

The Illinois Archaeology Awareness Week (IAAW) was held for the first time in September, 1991. From beginning to end the event was a volunteer effort. The idea for holding an awareness week in Illinois came from members of the Illinois Archaeological Survey (IAS), the state's professional archaeological organization. The IAS became the primary sponsor of the event, providing seed money and an ad hoc Coordinating Committee.

This Committee of six persons represented a cross-section of the state archaeological community; it included private, state, and federal archaeologists, and the presidents of the IAS and IAAA. Financial support was as broad-based as the Committee membership. Cash contributions were made by the IAS and the IAAA, and matching funds were forthcoming from the U.S. Forest Service and the Illinois Humanities Council. Significant in-kind contributions and services were provided by every state agency with an archaeological interest and by many private contractors as well. For example, a private organization produced the calendar, while different state agencies designed the poster, provided exhibit space at the State Fair, and coordinated statewide publicity. Multiple mailings were accomplished by volunteers from the staff of the Illinois State Museum and IAAA membership.

The Committee decided that it would be easier to ask the public to protect archaeological resources once they had developed an appreciation for the state's archaeological heritage. Therefore, the goal of the first IAAW was to raise public consciousness about archaeology, rather than to give the public a guilty conscience. Thus the theme of the first year focused on the antiquity of the resources rather than on the protection of the resources. The latter will be emphasized in the future.

Approximately 10 months of planning and preparation were involved in the first IAAW. The Committee selected a week in September of 1991 for the event. The fact that schools would be in session was of paramount importance, as well as the facts that the weather is comfortable, and fall is festival time in the state. The latter insured ready-made audiences for several events.

A letter from the committee solicited participation from libraries, museums, departments of anthropology, state and federal agencies, and private archaeological contractors. A follow-up letter to respondents of the first letter included a questionnaire which formed the basis for the calendar of events.

The Governor of Illinois proclaimed an officially recognized Illinois Archaeology Awareness Week. This proclamation, along with a color poster and a calendar of events, were all displayed at the Illinois State Fair in August, which kicked off a statewide publicity campaign.

The 1991 effort focused on raising public awareness by providing a wide array of educational programs designed to attract diverse audiences. These programs concentrated on topics of local archaeology and were sponsored by local cultural institutions. In all, more than 185 events were presented by 115 organizations at 85 sites throughout the state of Illinois. (This is a minimum listing in that some organizations did not "register" their programs for inclusion in the Calendar of Events). Participating organizations included 23 historical societies, 14 public libraries, and all the major museums holding anthropological collections except the Field Museum. Every section of the state from Chicago to Metropolis, and from Quincy to Danville was involved.

The categories of activities included site tours (e.g., Albany Mounds near Quincy, the Collins Site near Danville, and the Fulton County sites); excavations for the public (e.g., searching for earliest French settlement in Peoria, and excavations at the Pound Site in the Shawnee Forest); adult and children's workshops (e.g., a joint workshop of the South Suburban Heritage Association and South Suburban Archaeological Society, and children's workshops at Dixon Mounds and Illinois State museums). "Festivals" include the Chicago Academy of Sciences and the Quincy Museum of Natural History featuring prehistoric crafts and hands-on activities), and a Native American pow-wow and crafts demonstration from the ILIAMO-American Indian Center in Farmington.

Public libraries contributed by displaying their collections of archaeological books and sponsoring readings of children's literature in archaeology during the week.

SUMMARY

Illinois Archaeology Awareness Week is, in our opinion, the most effective of the archaeological education programs in the State because:

— It reached, and perhaps influenced, the most people. We estimate the number to be 17,000, or ten times that of the next most successful program.

— IAAW activities brought the public into direct and personal contact with knowledgeable persons. Most of the presenters were archaeologists, but some were historians, American Indians, and craftsmen.

— It was very cost effective. We have calculated that the cash expenditure per contact was 25 cents; and when all contributed services were figured in, the total cost per contact was probably under one dollar.

— Last, it united the Illinois archaeological community as never before and has rejuvenated professional and avocational interest in educating the public about archaeology.

PUBLIC PROGRAMS ON ARCHAEOLOGY IN IOWA

Stephen C. Lensink and Leah D. Rogers

Office of the State Archaeologist of Iowa

ABSTRACT

For the last several years, the Office of the State Archaeologist and State Historic Preservation Office, with additional funding from several agencies, have supported extensive public outreach programming in Iowa, including teacher workshops, Soil Conservation Service (SCS) technician training workshops, Preservation Partnerships, and amateur certification. Five years of introductory and advance workshops have permitted nearly 200 teachers to carry archaeological training into the classroom. Seventeen two-day SCS workshops have trained over 150 soil conservation technicians to recognize and record archaeological sites. Four Preservation Partnership programs have brought the grass-roots cultural resource management aspects of recording historic and archaeological sites to nine Iowa counties with little previous opportunity to participate in projects on architectural history and archaeology. Finally, in its sixteenth year, the Iowa Archaeological Certification Program has trained over 70 amateurs in site survey, excavation, and laboratory skills.

INTRODUCTION

For the last several years, the Office of the State Archaeologist (OSA) and the State Historic Preservation Office have initiated a number of public outreach programs in Iowa. These include teacher workshops (both beginning and advanced), Soil Conservation Service (SCS) technician training workshops, Preservation partnerships, a Certified Local Government Program, and an amateur certification program.

TEACHER WORKSHOPS

Over the last six years, the OSA has held 11 beginning teacher workshops in archaeology and, in the last year, two advanced workshops. Nearly 200 secondary and primary school teachers have participated in the workshops.

The teacher workshops began in 1986 as the result of the highly motivated involvement of a social science teacher, Bill Anderson. Since then, the four day beginning workshops have been offered through Area Education Agencies scattered throughout the state of Iowa and have received grant support from the Iowa Humanities Board (IHB) and the State Historical Society of Iowa (SHSI).

The typical workshop begins with a day of registration, lectures, slides on Iowa prehistory, educational activities in archaeology, and an introduction to resource materials on Iowa archaeology and classroom activities in prehistory. The secondary teachers depart by bus or car on a field trip to noted archaeological sites within their immediate school systems area. This frequently includes stops at local museums and the homes of amateur collectors.

On the third day, teachers leave early for a field location that has been selected because of a known potential for surface cultural materials, but for which there is no officially recorded archaeological site. The teachers' exercise for the day is to locate, collect, and record an archaeological site. They then wash the material in the classroom in preparation for analysis. The fourth and last day of the workshop, teachers catalog their finds, and divide into groups to analyze materials by categories, and present their findings. The last portion of the day is devoted to an open discussion of how the four day experience can lead to the development of educational units on archaeology and prehistory. After the workshop proper ends, the teacher must develop a written unit for classroom education on archaeology as part of their final workshop grade.

The OSA was fortunate in 1990 to be able to offer four workshops in which Iowa Native Americans participated. Support for this unique format was made possible by an IHB grant. Each Indian presenter talked about a topic of his or her choice for approximately 1-2 hours and then spent time answering questions raised by teachers concerning the 20,000 Native Americans living in Iowa today.

In 1991, the OSA also held two advanced teacher workshops, one for two weeks in southeastern Iowa, and one for one week in the southwestern part of the state. Each of these workshops were tied to a professionally staffed on-going excavation program, and each was intended to provide teachers with an opportunity to gain skills in excavation and laboratory analysis of excavated materials. Trips to nearby museums were also incorporated into the workshop.

SOIL CONSERVATION SERVICE CULTURAL RESOURCES WORKSHOP

The OSA has conducted 17 archaeological workshops across the state for the SCS as part of a nationwide cultural resources training program for SCS personnel. Each workshop was two days in length and included classroom and field training. As a result, SCS workers in all of their field offices across the state have received training in the identification of cultural resources and the proper procedures for insuring their protection. Participants received instruction in Iowa prehistory and history pertinent to their respective regions, artifact identification, and site reporting.

The field portion of each workshop consisted of visits to recorded prehistoric and historic sites in the workshop area where participants were able to conduct systematic pedestrian surveys and artifact collection. Where possible, these visits included museums and on-going archaeological projects in the workshop areas. Hopefully, these workshops will continue over the next few years.

PRESERVATION PARTNERSHIP PROGRAM

To date, the State Historical Society of Iowa has funded four projects within a grant-funded program known as the Preservation Partnership. This program involves the pairing of counties that share a common history and geographical location to conduct a year-long preservation program under the direction of a preservation consultant. The basic goal of the program is to educate local volunteers in all aspects of historic preservation including architectural and archaeological survey, National Register nominations, museum development, and grant applications. The idea is to focus on those counties that have historically received little attention from the state and have not had extensive cultural resource surveys conducted in their counties. The hope is that the direct involvement of local individuals will result in a strong core of historic preservation advocates in each county.

One of the recently completed partnerships was between Shelby and Audubon counties. This project focused on

the historic settlement of these two counties and resulted in a National Register Multiple Property nomination. Over 200 individuals in the two counties donated approximately 1,600 hours of volunteer time to survey, research, workshops, and clerical support. During the course of the project, Shelby County became a Certified Local Government as did the town of Kimballton in Audubon County.

CERTIFIED LOCAL GOVERNMENT PROGRAM

Iowa leads the nation with the largest number of counties and municipalities having become Certified Local Governments (CLG). A number of these CLGs have also participated in the state's CLG grants program conducting archaeological, architectural, and other types of historic preservation projects throughout the state. Most of these projects depend upon participation by CLG commission members and local volunteers. As a result, local residents have become more active in all aspects of historic preservation and more effective as preservation advocates and activists.

ARCHAEOLOGICAL CERTIFICATION PROGRAM

The certification program in Iowa was started in 1975 by past State Archaeologist Duane Anderson, in cooperation with the Iowa Archaeological Society. This program was designed to provide training for amateurs in the skills of site surveying, excavation, and laboratory processing. In the ensuing 16 years, nearly 100 people have obtained certification in at least one of three categories: Site Surveyor, Field Technician, and Laboratory Technician.

The certification program has the general goal of promoting solidarity among laypeople and professionals throughout the state and has worked to implement four objectives:

1. Train individuals to assist professional archeologists.

2. Increase the frequency of site reporting and upgrade the quality of site forms and reports.

3. Stress the importance of well-planned, orderly, and controlled survey and excavation, and discourage the practice of pothunting and unprofessional weekend "digs".

4. Involve capable individuals in a meaningful way in the preservation of Iowa's prehistoric resources.

SUMMARY

For many years, the Office of the State Archaeologist and State Historic Preservation Office have been actively involved in many activities designed to involve the citizens of the state in the appreciation and preservation of Iowa's cultural resources.

We believe our programs have had a positive effect in that we are beginning to reach a vast and important audience. Given sufficient funding, we believe these programs could be refined and expanded to better serve the people of the state and thereby preserve our cultural heritage.

REACHING THE PUBLIC IN KANSAS

William B. Lees and Randall M. Thies

Kansas State Historical Society

ABSTRACT

Since creation of an Archeology Department in 1960, the Kansas State Historical Society has been responsible for most of the formal public-focused archeological programs in the state. The most significant program has been through an association with the Kansas Anthropological Association (KAA), which developed into the Kansas Archaeology Training Program in 1974. Since 1960, the Association has also involved housing the editor of KAA publications which currently include a newsletter and journal. Other educational programming has involved presentation of lectures to school groups, local archaeology associations, historical societies, and other groups; presentation of demonstrations in flint knapping and pottery manufacture; and consultation with local museums. However, shrinking state revenues and growing departmental responsibilities threaten the maintenance of this level of programming and the development of new initiatives.

INTRODUCTION

It could be argued that "archeology is education or it is nothing". After all, is it not our most important duty to conduct research and to educate our colleagues, students, and the lay public about our findings and about the archeological past? In the following paper we will address educational programs in Kansas, but will narrow the discussion to focus only on those programs that are directed at the lay public as offered by the Kansas State Historical Society. In so doing, we would acknowledge that the Society is certainly not the only public institution in Kansas that provides programs in public education in archeology.

By way of background, the Historical Society has been involved in Kansas archeology since the late 19th century. It was not, however, until 1960 when archeology became formalized through the creation of the Archeology Department. Archeology is currently one of numerous departments in the agency; another which deals with archeology is the Historic Preservation Department. Through their preservation archeologist, the Historic Preservation Department also has an important role in public education.

Professionals in the Archeology Department include the state archeologist and nine staff archeologists. Five of these positions are contract supported. Beyond contracts, responsibilities of the department are divided between administration of the state antiquities act and the unmarked burial sites preservation act, handling conservation and interpretive archeology on 19 state historic sites, operation of the archeology laboratory and state curation facility, maintenance of the state site files, conducting general research, and undertaking a variety of educational efforts.

Our public education programming is an assortment of formal and informal elements, and many of these are reactive in nature. These various elements include the annual dig and Kansas Archeology Training Program and other programs conducted with the Kansas Anthropological Association, technical assistance for museums, lectures, demonstrations,

publications, and interagency training. We will briefly review these and close with some general comments on our educational efforts in Kansas.

ANNUAL DIG AND KANSAS ARCHEOLOGY TRAINING PROGRAM

Most visible and arguably the most effective part of our education arsenal is the annual dig and Kansas Archeology Training Program. This is conducted jointly with the Kansas Anthropological Association (KAA) which was founded at Fort Hays State University in 1955. This program evolved out of weekend digs that State Archeologist Tom Witty conducted with the KAA starting in the 1960s. The Training Program was established in 1974 and is modeled directly on the somewhat earlier Arkansas program.

Elements of the Training Program include a formal, scientific excavation of a usually threatened site, a site survey program, formal classes, a field laboratory, and a certification program. The dig is the most popular component but not to the exclusion of the other facets. The classes are offered for college credit or may be audited at no charge. Most individuals attending the classes are audits, with some of these taking the class to satisfy a requirement for certification. Certification is available in a number of different areas after successful completion of a combination of supervised experience and class work.

The program is held the first two weeks of June somewhere in the state. We attempt to rotate to a different part of the state each year in order to expose as many new people to the program as possible. Funding for the program has traditionally involved a state general fund appropriation to cover travel and subsistence for the five to seven staff involved and to provide for supplies and other direct expenses. Because this program is usually supported by the state's general fund, sites can be selected solely to satisfy current research needs. It is one of the few such unrestricted research programs in the state and is the only one that is directed at general public education as well.

Rules for participation are kept flexible to accommodate individual schedules. For the past several years, annual participation has been approximately 200 individuals who experience the program anywhere from one day up to the entire 15 day period. This number always includes many repeat participants but also includes a significant number of new individuals, many of whom are drawn from the local area. Many of the repeat participants have been with us for many years and because of their experience and ability, they are called on to help supervise the dig and lab.

The success of the program is visible in its growth in the years since 1974. Not only has attendance increased dramatically during this period, but the sophistication of the amateurs that we have trained has grown as well. This individual growth is noted in their skills and abilities, in their desire to take on new responsibilities, and by their commitment to pursuing their interest in archeology beyond the annual dig. The individual and organizational commitment of the KAA to laboratory work and their desires to help see projects through to the report, while not yet fully realized, means the message is being well received.

KAA FALL FLINGS

A reflection of this commitment to the process are the "Fall Flings" organized by the KAA in cooperation with the Society. The flings are offered over a weekend somewhere in the state. Although originating as a solely KAA program, in recent years they have been conducted jointly with the Society. Early on, these flings were focused on a variety of interactive and educational activities but in recent years they have become focused on

laboratory processing of materials excavated on Training Program digs.

These events provide a chance to visit yet another part of the state and to expose — though publicity, participation, and tours — new people to archeology. For those KAA members who would rather dig or take classes during the summer, this gives a chance to become involved in the laboratory process. Although the work is focused, the structure at these events is on providing opportunity to experience and learn of and from the process. These events have been instrumental in eradicating much of a substantial backlog of laboratory work from the Training Program digs. As this backlog disappears, plans are being made to develop weekend events focused on training and practice in artifact analysis and report preparation.

MUSEUM ASSISTANCE

Museum assistance is another area where our efforts have been highly successful. Our involvement with the Society's relatively new Kansas Museum of History included several years of participation in conferences with museum staff to decide the nature and direction of the new museum exhibits. Due to differences in opinion of what exhibits were needed, we also upgraded our own exhibits and constructed new ones in the lobby outside the Archeology Department at the Center for Historic Research (CHR). These are the only exhibits still in the CHR, which is the old museum building across the street from the Capitol in downtown Topeka.

Assembling exhibits necessitated not only the choosing and preparing of artifacts but also the construction of dioramas and the replication of prehistoric tools and other such items. One splendid effort of replication resulted in the grass lodge constructed by Assistant State Archeologist John Reynolds and others as part of a Wichita village scene at the museum. This effort was duplicated only last year with John's construction of another grass lodge in the Coronado-Quivira Museum in the city of Lyons, in central Kansas. This latter effort was developed directly from archeological evidence.

We have also assisted in planning for exhibits, and in some cases planning for museums, at the request of county historical societies and other such organizations around the state. The Roniger Museum in Cottonwood Falls, with its fine collection of prehistoric artifacts from a single exceptional Flint Hills locale, is one such example. At other museums, we have acted as consultants in determining the archeological significance and educational value of their artifact collections and other local resources, and have suggested ways in which they might best be exhibited or promoted.

Other than the museum exhibits already mentioned, surely the most notable contributions we have made towards museums are the interpretive developments undertaken years ago at two important archeological sites, El Cuartelejo and the Kansas Monument site.

El Cuartelejo, in Scott Lake State Park in western Kansas, is the northeastern-most pueblo site in the United States and was built by Puebloan refugees from Spanish oppression in the late 17th century. Excavated and documented by paleontologists in the late 1800s, and subjected to considerable digging by non-professionals after that, the site was reexcavated by State Archeologist Tom Witty in 1971. Based on his findings and the earlier documentation, he then had the foundation and some associated architectural details reconstructed. Although the available funding did not permit the building of an associated museum facility to display artifacts from the site, the El Cuartelejo "ruins" constitute a unique open-air attraction visited by many.

The Kansas Monument site, in north central Kansas, is a Pawnee earthlodge village site dating from the 1820s and 1830s. An unplowed portion of the site, containing

the remains of 22 earthlodges and part of a fortification wall, became state property in 1901 and is managed by the Historical Society. Many of the earthlodge "rings" are still quite visible. A sidewalk enables visitors to walk through the area, with markers providing information on the lodges. In 1966, a museum building was constructed around one of the larger house floors, which was then excavated, with all the artifacts and features left in place. Additional site interpretation is afforded by artifacts from other parts of the site in exhibit cases along the walkway surrounding the house floor. Truly an awe-inspiring interpretive treasure, the Pawnee Indian Village Museum receives thousands of visitors each year.

LECTURES AND DEMONSTRATIONS

Lectures are a standard offering of Society archeologists. Topics range from current research projects to more general talks on Kansas archeology. Requests for lectures come from civic groups, schools, historical societies, and the like. Our approach to these is entirely reactive and because of this, the effectiveness of our lecture program is unknown.

Similarly, demonstrations are provided by some Society staff. In particular John Reynolds offers demonstrations in flint knapping and Randy Thies in pottery making. Some recent experiments have been conducted in demonstrating prehistoric hunting techniques using a replicated atlatl. After grazing an elementary school child, the cost-benefit ratio of this approach is being reassessed and the atlatlteer is being retrained.

PUBLICATIONS

Publications provide a broad based education outlet. The Historic Preservation Department publishes *Kansas Preservation*. Each issue carries an article on Kansas archeology authored by Preservation Archeologist Martin Stein or other Society staff. This reaches a wide audience in the preservation community and has great potential to inform those who might not normally seek out information on archeology. The HPD has also issued a popular primer on Kansas rock art that is available at no charge to the public, and has contracted for a popular synopsis of the state preservation plan for general distribution.

The publications of the Kansas Anthropological Association are also edited and produced at the Society. The *Newsletter* is published bimonthly and *The Kansas Anthropologist* twice each year. These publications provide access to an important audience; namely those with a recognized interest in archeology. These publications go not only to our longstanding members but to individuals who may join for a year when the Training Program is in their area; at least for that year they are repeatedly exposed to archeology through these two publications.

The Society also publishes a small brochure on Kansas archeology, and has two publication series that are generally available to the public. These series are the Anthropological and Contract series. By and large, these are technical reports that have limited value in terms of education for the lay public.

INTERAGENCY TRAINING PROGRAM

The Society has also participated in another form of education in terms of the training of employees of other land managing agencies. The goal of these seminars is to inspire individuals to be sensitive to archeological concerns and to know how to react when archeological resources are encountered. Although an infrequent offering, we have conducted two week-long training seminars for Corps of Engineers Rangers, participated in training for Kansas Department of Transportation engineers, and have been involved in

training seminars for Soil Conservation Service employees. These have proven their worth; we have noted a significant increase in awareness to archeological resources on the part of Corps rangers and Transportation personnel.

CRITIQUE

Most of what we do at the Society is funded out of our general fund appropriation. In the case of the annual dig and Training Program, this is a specific budget item. Most other activities are conducted by staff as they have time, with travel supported out of our department's in-state travel budget. The KAA funds publication of its newsletter and journal and shares some of the costs of the annual dig and Training Program.

Because certain aspects of our program are somewhat unstructured, its precise form varies based on the commitments of individuals at any particular time. As the state's fiscal condition deteriorates, as it has for several years running, our ability to continue at the same level is imperiled. As departmental commitments in terms of contracts and agency work changes (and it is currently on a steady increase), our ability to carry out public programming changes. Unfortunately, that ability is decreasing.

There are many areas where our public education program could be improved. These include implementation of such things as a popular series and brochure series that illustrates for the lay public our research, activities, and Kansas archeology in general. Also important would be the development of a lecture program that would target specific groups such as teachers and those involved in local government. It would also be important to provide formal outreach assistance to local museums to upgrade their programming in archeology. What this all boils down to is developing a plan to leverage our limited personnel and fiscal resources to reach as many Kansans as possible and with the greatest effect. As an agency, we have identified this as a long term goal but have yet to make any real progress toward seeing this become reality.

Overall, our educational programming has many bright spots and many success stories, but there are many things that we are currently doing that we could do better, and many things that we are not doing that we perhaps should. And there can be no doubt that education is one of the most important of our many professional responsibilities.

ARCHAEOLOGICAL OUTREACH PROGRAMS IN MISSOURI: THE SUCCESS OF FORMAL COOPERATIVE AGREEMENTS

Greg Fox

University of Missouri
Archaeological Survey of Missouri

ABSTRACT

The Archaeological Survey of Missouri is actively engaged in multiple cooperative agreements with the Historic Preservation Program of the Missouri Department of Natural Resources, the University of Missouri Extension Service, and the Missouri Archaeological Society (MAS) to provide archaeological outreach programs in Missouri. Although MAS has a long history of providing outreach activities to Missourians, those activities suffered from a lack of direction, funding, and initiative. Recently signed cooperative agreements have provided funds for the production of brochures and posters, installation of a toll-free information telephone number, and for hosting numerous public meetings. The goal of the current program is to gather information on archaeological resources, promote site recording and preservation, and to sensitize individuals to the fragile nature of the resources.

INTRODUCTION

The Archaeological Survey of Missouri (ASM) was organized in 1933 to record all prehistoric archaeological sites in the state of Missouri. The Missouri Archaeological Society (MAS) was founded the following year as an amateur organization constituted to promote the preservation of archaeological remains, foster communication between professionals and interested amateurs, and to promote scientific archaeology. The MAS is one of the older public amateur organizations in the United States.

In 1982 the Missouri Archaeological Society, the Archaeological Survey of Missouri, and the University of Missouri-Columbia (UMC) formalized their relations through a cooperative Agreement. This agreement named the University's American Archaeology Division in the Department of Anthropology as the Society's administrative agent within the University framework. At the same time, the MAS formalized a Cooperative Agreement between the Department of Anthropology and the MAS to have the Department manage the MAS library consisting of several hundred volumes of irreplaceable manuscripts, books, and reports.

With the advent of compliance archaeology, the ASM contributed in its role as the repository for the archaeological site files of Missouri. Little formal cooperation took place between the National Park Service sponsored Historic Preservation Programs administered by the Missouri Department of Natural Resources (MDNR), and the ASM during the early years of federal compliance and preservation activities. Initial grants-in-aid from the MDNR to the ASM in the early 1980s could be categorized as "less than successful" in terms of the partnership, funding, and associated activities.

CHANGING THE PROGRAM

During 1986, realizing that an adversarial relationship did neither MDNR or the ASM any good, a new series of grants-in-aid projects to maintain and upgrade the ASM were initiated. In the initial stages of this new series of grants, no public outreach was envisioned, only processing site forms and maintaining the computerized site database. In 1987 the ASM undertook its first outreach program for archaeology — developing and distributing the ASM's *Users Guide for Completing the ASM Site Form* to all professional archaeologists and interested amateurs and avocationals. Commensurate with development of the *Guide*, two small workshops were conducted to instruct both professionals and amateurs on how to use the manual and complete site forms.

It is at this juncture that our most recent public outreach program began. However, the program in its infancy was not monetarily supported by Missouri's Historic Preservation Program. Most support derived from underspending on staff benefits by the University of Missouri. These excess funds, which the University administration requires be charged (but rarely expends), were now to be consistently applied to the outreach program with the support of the MDNR grants officers.

At the same time, the MAS Board of Directors authorized a series of public workshops to be conducted at the Society's expense at the UMC Lyman Research Center located near Marshall, Missouri. The first of these workshops on "Plants in Archaeology" was held in the spring of 1990 and was a huge success. The second workshop, "Faunal Analysis in Archaeology", was held during the fall. These two workshops were so successful that attendance had to be limited to only 60 individuals for the third workshop on the "Ceramics of Missouri". Our most recent workshop in October of 1991 on "Lithics" also required an attendance ceiling.

In part, these workshops were necessitated by falling enrollments in the Missouri Archaeological Society's sponsored annual field exercises. Given a "no-excavation" philosophy for the annual field exercise, attendance at the annual exercises had dropped dramatically. For all intents and purposes, formal field exercises are not being scheduled now or for the immediate future. However, the MAS does attempt to provide its members and the public with an opportunity to participate in field work when the UMC Department of Anthropology schedules a summer field school.

THE PUBLICATION PROGRAM

The Missouri Archaeological Society publishes the MAS *Quarterly* four times a year, and *The Missouri Archaeologist* on an annual basis. Although distribution is limited to individual members, over 100 libraries, and 87 exchange members throughout the world receive these publications.

We recently instituted an occasional column entitled "Collectors and Collections" in the *Quarterly* to highlight responsible amateur collectors. By focusing on amateurs who consistently record sites with the Survey, or who perform nondestructive collecting activities (e.g., collecting from sandbars in creeks), we have been able to provide our readership with one thing they like — photographs of interesting artifacts — and to sneak in subliminal suggestions regarding things they don't usually like to do: record sites, label artifacts, and engage in nondestructive collecting. In addition to this column, we began an aggressive series of articles on recording sites and the reasoning behind our anti-excavation philosophy.

COOPERATIVE AGREEMENTS AND PUBLIC OUTREACH

In 1990, the Archaeological Survey of Missouri and the Missouri Department of Natural Resources negotiated their first formal Cooperative Agreement. ASM's

funding from the Historic Preservation Program is no longer part of the competitive grant cycle.

Although primarily geared toward continuation of the site recording activities of the Survey, the 1990-91 funding also included the first formal public outreach agreement between the Survey and the MDNR. The outreach program was further expanded by the American Archaeology Division's acquisition of funds targeted specifically for public outreach from the University of Missouri's Extension Division. Once real-dollar match money was in hand, it was much easier to convince MDNR to fund a 50-50 match program for outreach activities.

Other benefits have resulted beyond the funding integration into MU's extension program. In Missouri, as in many other states, the extension division operates an office in every county. Each of the 114 counties in Missouri also has a program director to facilitate educational and outreach programs. Furthermore, mail is distributed each Friday to all the extension service offices in the state. Such mailings provide an opportunity for extension sponsored programs to distribute literature free of charge to every county where such information is then made available to the public.

During the 1990-91 grant period, extension funding for the outreach program totaled $12,000, and a $3,500 match from MDNR was provided to accomplish specific tasks. Those tasks included (1) reprinting of the MAS brochure encouraging enrollment in the Society, (2) republication of the ASM *User's Guide* (over 700 copies have been distributed to date), (3) installation of a toll-free 800 number at the MAS/ASM office, and (4) production of an historic preservation poster.

MAS Archeology Brochure and User's Guide

The reprinting of the MAS archaeology brochure and the *User's Guide* has provided a vehicle whereby amateurs can have contact with other amateurs and can contact professional archaeologists. We noticed a reluctance on the part of many citizens to seek assistance from professional archaeologists simply from fear of academic snobbery. However, by using the existing network of MAS Trustees to whom all of our information is distributed, individuals seem to be more willing to divulge site information, discuss their collections, and ask questions. There are approximately 75 Missouri Archaeological Society Trustees scattered around the state.

1-800-472-3223

Installation of the toll-free 800 number at the Survey has been both a boon and a bane to the office. During the first six months of operation, we received over 300 calls. While one might say this was a success, time and effort spent by office staff handling those calls was significant in that our one-day turnaround policy on assigning site numbers and other office activities have suffered. Regardless, we view the phone number as an overall success, as numerous disturbed unmarked human burials have been reported, city planners have been able to determine if archaeological sites have been previously recorded in their project area, sites have been recorded, and we have been in touch with numerous citizens we normally would miss through either press releases, other outreach programs, or membership in the MAS.

Missouri Heritage Poster

Production of the "Working to Preserve Missouri's Heritage" poster offers a means of providing pictures of display quality artifacts along with the pertinent information phone numbers. These posters were initially distributed through the University's County Extension offices, at the Missouri State Fair booth run by MAS, and at the Missouri Department of Natural Resources building in Jefferson City. In addition, we have mailed the posters to a number of schools as well as the MAS Trustees. The Trustees have further placed

posters in local schools, city and county government offices, and local libraries.

Public Meetings

Perhaps the most important aspect of the current cooperative agreement, when coupled with the Extension funding, is the availability of travel funds to organize public meetings and to speak with local groups. As part of the 1990-91 outreach program, the ASM organized five public meetings in Missouri at Joplin, St. Joseph, Malden, Hannibal, and Rolla. It is sometimes difficult to get an archaeologist with a regional speciality or research interest to give a public lecture. However, we have found the perfect incentive: ***money***. Extension funding when coupled with the MDNR funding allowed us to offer substantial honoraria to professional archaeologists who were able to provide public lectures on prehistory focused on the local environs of the meeting site. Additional activities in these public lecture series allowed individuals to have artifacts examined and identified, to purchase MAS publications, to record sites, and to simply talk with a professional archaeologist familiar with the local area.

In addition to our scheduled public meetings, the funding has permitted the ASM to provide speakers to a number of local MAS chapters, college classes, historical societies, and elementary and secondary schools. The funding also has enabled us to provide an open-door office policy to the public seeking assistance in recording sites, identifying artifacts, obtaining publications, and just talking about Missouri archaeology.

THE DOWNSIDES

Unfortunately, there are a couple of downsides to our program; some defy an easy solution.

First, the 800 number allows what can best be termed "eccentrics" to call our office at no expense to themselves. We have had a least one call per week concerning fossilized pre-Indian humans, ceremonial mounds 150 feet high, buried treasure, 40,000 year-old Celtic crosses, and the like.

Second, implementing an outreach program without additional personnel can detract from the primary mission of an organization. In the case of the ASM, without being able to acquire compensatory time through the University, we have had to schedule many of our outreach programs on the weekends.

Finally, attempting to get individuals to formally record archaeological sites in a public meeting setting often results in erroneous information being provided.

FUTURE DIRECTIONS

After reviewing our program, we are of the opinion that combining three separate entities — amateur groups, governmental preservation organizations, and academia — through formal cooperative agreements is an ideal situation.

First, and perhaps most important, the funding base for public outreach programs can be expanded with all three organizations contributing toward a common goal.

Second, the public outreach program can focus on achieving specific goals while at the same time continuing to provide expertise to both individuals and small groups.

Third, the individual networks of the separate organizations can be exploited cost effectively.

Finally, since preservation is a common goal of the separate organizations, the resource can be best served by focusing the efforts of the separate organizations.

In summary, formal agreements delegating the authority to conduct public outreach are extremely helpful if an organization is understaffed and must seek external assistance for their outreach activities. Funding is the essential element. For $15,500 we were able to conduct an extensive outreach program that combined public lectures, free publications, and easy access to an archaeologist for the public of Missouri.

ARCHAEOLOGY AND PUBLIC EDUCATION IN MONTANA

Dave Schwab

Montana Historical Society
Montana Historic Preservation Office

ABSTRACT

The implementation of orchestrated public education efforts in archaeology has come relatively late to Montana compared to other regions of the country. Because Montana faces development threats and organized pot-hunting activity of a much smaller scale than that of other states, profession-wide recognition of the need for public education programs by archaeologists has been slow to develop. Although the state has had active professional and amateur archaeological organizations for several decades, it has only been within the last several years that the professional community has organized statewide programs for public education. The positive response by the public and the resulting benefits to the discipline and the resources from these efforts indicate that they have filled an important need. This paper explores the climate in which public education programs were developed in Montana and summarizes the range of activities organized by Montana archaeologists in communities throughout the state. Recommendations are made for more effectively relating archeology to the public. A synopsis of the status of statewide public educational efforts and plans for the future are also presented.

INTRODUCTION

Montana established its first Archaeology Week in 1991, however early efforts in the state to educate the public and build support for archaeology began as early as 1958 with the establishment of the Montana Archaeological Society.

The Montana Archaeological Society, an organization for professional archaeologists, avocationalists and other interested persons, holds an annual conference and publishes a semiannual journal entitled *Archaeology In Montana*. With a membership numbering in the hundreds, the goals of the Montana Archaeology Society are to promote and stimulate interest and research into the archaeology of the state of Montana; to encourage increased public appreciation and involvement in this process; to develop a bond among those interested in archaeology, both professional and non-professional, and to direct their interests into scientific channels; and to advocate and aid in the conservation and preservation of archaeological sites and materials. This organization has been an effective bridge between the public and the professional archaeological communities for the last several decades and has been the primary forum for public education in the state.

Montana is the fourth largest state geographically with a total population of approximately 800,000 persons. We do not face the same levels of development threat or the intensity of unauthorized excavation and vandalism at archaeological sites that exists in other states. Large undeveloped tracts of land containing valuable archaeological resources remain intact and relatively undisturbed. Even the term "pot

hunter" is somewhat of a misnomer in Montana. The prehistoric archaeological record is predominated by short term hunter-gatherer campsites and activity areas lacking highly developed ceramic traditions, and largely predominated by lithic and bone cultural materials.

MONTANA ARCHAEOLOGY WEEK

Due to the above circumstances, recognition of the need to establish an Archaeology Week program in Montana came comparatively late. The decision to embark on the statewide effort was largely inspired by the success of similar programs in other western states. With a small professional community and geographically dispersed public, Montana's first Archaeology Week was originated in a low-key style and with a very small budget. Because of limited resources, our statewide planning emphasized placing the primary responsibility for coordination at the local level.

Two statewide coordinators, one in the Montana State Historic Preservation Office, and one private consultant representing the state's professional organization, the Montana Archaeological Association, teamed up to plan and coordinate the event. After the theme "Trails To The Past" was decided upon for the week, state organizers identified a primary contact in each of Montana's communities which have resident professional archaeologists. This community coordinator, and other local professionals, completely designed and planned area activities in their communities and in outlying communities. This format was very successful because by placing the primary responsibility for programming directly at the local level planners could develop activities which best suited their particular constituency and community.

Funding

At the statewide planning level, funds were solicited and received from state and federal agencies and the statewide archaeological organizations. These funds were applied to the layout and printing of a statewide poster, development of an information brochure, and for mailing costs. Each community organizer submitted a list of their local activities, and these were compiled in a statewide schedule of events which was distributed throughout the state along with the poster.

Trails to the Past

To target small outlying communities without resident archaeologists, a grant application was submitted and funded by the Montana Committee for the Humanities to support a statewide lecture series entitled "Trails to the Past." The series brought professional archaeologists and Indian cultural spokespersons to 21 small rural communities to speak on a range of topics concerning Montana prehistory. The program provided an opportunity for Native Americans and archaeologists to provide their perspectives about prehistory and archaeology in a public forum. Because the program was set in small rural areas, archaeologists and Native Americans had an opportunity to interact with rural landowners in areas where resources are relatively intact and where education about preserving archaeological resources is most needed. As a positive byproduct for archaeologists, they were alerted to previously undocumented archaeological resources and created bonds with local landowners that have subsequently blossomed into new sites being recorded and further research opportunities.

THE AUDIENCE

Plans were to target three primary audiences; avocationalists, the uninformed or marginally interested public (including school children), and the Native American constituency of the state. Programs were designed specifically to target either one or a combination of these audiences.

Avocational Archaeologists

To target the avocational community, tours of archaeological excavations and sites were coordinated with state and federal agencies. Field school opportunities and volunteer opportunities were also compiled and highlighted so that this information was made available. In several communities, professional archaeologists were made available in "open house" forums to identify artifacts in personal collections.

This program provided an opportunity for interested individuals to interact with professional archaeologists so as to gain a better understanding of their personal collections, and for an increased sensitivity towards the importance of preservation of archaeological resources. During this program, several rare PaleoIndian artifacts and sites were identified and documented leading to new information about this poorly understood cultural period.

General Public

To target the general public, those with little knowledge or only marginal interest in archaeology, a series of public displays, lectures, and demonstrations were organized. Some community organizers set up booths or tables at local malls to hand out information about archaeology, show videos and gave demonstrations in primitive arts. During the week, public libraries presented displays featuring books about archaeology, numerous presentations were made to grade schools and high schools by professionals, cooperative efforts to develop school curriculum and hands on educational aids were undertaken, short community tours and public lectures were organized, and special museum programs with tours of collections were organized.

Native Americans

With seven Indian reservations in the state and eleven tribes in Montana, Archaeology Week organizers saw a need to target educational opportunities and occasions for interaction and exchange with Indian people. Montana Indian tribes have taken an increasingly active role in monitoring impacts and decisions which affect aboriginal sites, and have become one of the most active preservation constituencies in the state. Involvement of Indian cultural leaders in the "Trails To The Past" lecture series provided an important opportunity for the public and for archaeologists to gain a broader understanding of American Indians' perspectives about their history and culture.

In fact, interaction between Indian cultural leaders and archaeologists has been an ongoing process in Montana over the years. A series of meetings between archaeologists and tribal representatives to discuss a number of issues in archaeology and cultural resource management have taken place since 1986 (see Montana's Maiden Conference, *CRM* 14(5):25-27). Archaeology Week provided an opportunity to broaden that relationship through specialized classes on archaeology for Native Americans, Native American guest speakers, cultural sensitivity training for federal agency managers, and joint archaeological research projects.

RELATING ARCHEOLOGY TO THE PUBLIC

Through the process of group interaction and public education highlighted by Montana Archaeology Week, several of professional archaeologists' shortcomings in dealing with the public surfaced. Many of these deficiencies result from the limited interaction most archaeologists have traditionally had with the public.

The inability of many archaeologists to relate archaeological concepts to the lay person, and our emphasis on highly technical problem domains and scientific jargon often serves to make our research incomprehensible and irrelevant to the average citizen. At a time when the discipline really needs greater public awareness and support, we risk alienating the very constituency we value the most. But through the process of interaction facilitated by Archaeology Week programming, archaeologists can gain better insights about how to address and overcome this problem. A few suggestions are provided below.

Simplifying the Message

We need to *simplify* our message for the public. Like all other scientific disciplines, archaeology is steeped in a specific jargon and technical language all its own. We need only ask a non-archaeologist to review a typical technical archaeology report to learn that our technical language is effective for communication among professionals, but is lost on the public. There is a sense within the public, and especially among Native Americans, that our research is less for the public good as we profess, and more for our own personal advancement and recognition among our peers. At least we write that way. Simplifying the language for the public does not necessarily mean a simplification of the concepts or ideas which we are trying to get across. Perhaps the most significant writers in any technical or scientific discipline are those who can get sophisticated ideas across in a clear and understandable manner.

Broadening the Message

We need to *broaden* our message. As archaeology has become more specialized over the last several decades, it seems that fewer and fewer of us are able to paint the broad picture which is of the greatest interest to the public. As much as archaeologists may be fascinated by their specific research topics, we must realize that the public really doesn't always understand or necessarily care about our focused research domains. They're more interested in the big picture, more interested in the people of the past rather than just the artifacts or technologies of the past. This means we must strive to *interpret* the archaeological record for the public and express how our detailed specific studies have bearing on understanding the bigger picture, the way of life of the people who left the material culture behind.

Listening to the Public

Finally, we need to *listen* to the public. Most of the public, and surely our Native American constituency, view the archaeological record as being more than simply "data". Archaeological sites have sentimental, emotional, inspirational, cultural, esthetic, even monetary values which we must be aware of and consider in the equation of research, interpretation and management. The public's perceptions and ideas about the values of archaeological sites are beneficial for us to hear. As archaeologists we must approach the public as prepared to listen as we are to speak. We must continually gauge what the public is thinking and their perceptions about us and our discipline. This is critical for continued improvement and for ongoing public support.

FUTURE DIRECTIONS

Since the 1991 Archaeology Week celebration we have seen several positive trends in Montana archaeology. We have seen increased involvement by professional archaeologists in political issues; the development of grassroots community organizations who have taken over stewardship of significant local archaeological or historic sites; an increase in the level of privately funded research in archaeology; and an increased federal and state involvement and focus on public education. Future activities will be targeted to build upon these trends including increased promotion of preservation support groups and stewardship programs; increased political and public efforts to support

resource protection; more involvement of archaeologists in land use planning; and more partnerships and involvement of Montana's Native American community in the process of doing archaeology.

Surely these trends cannot all be traced to our simple week long celebration in Montana, but rather reflect ongoing state and national trends. But the lessons we learned in Montana from our first Archaeology Week are still being digested and reflected upon by the professional community. Interaction with the public is not always easy but we realize that it needs to continue and expand. It seems clear that these lessons will inevitably improve the vitality and relevance of the study of archaeology for the public.

Finally, most of the archaeologists who participated in Archaeology Week would likely agree that their involvement was a valuable experience for everyone.

PUBLIC ARCHAEOLOGY IN NEBRASKA

Anne Wolley Vawser — National Park Service

John R. Bozell — Nebraska State Historical Society

ABSTRACT

An active program of public involvement in Nebraska archaeology stems largely from the Nebraska Association of Professional Archaeologists (NAPA) and the Nebraska Archaeological Society, with the backing of several state and federal agencies. Much of Nebraska's public programs have developed only since 1989. These include: Nebraska Archaeology Week, a booth at the Nebraska State Fair, field schools for NAS members, publication of newsletters and the journal *Central Plains Archaeology*, and training workshops. Future efforts will focus on publication of a popular oriented book on Nebraska archaeology and enactment of state antiquities legislation.

INTRODUCTION

Direct public involvement in Nebraska archaeology has not been well developed until recently. This is beginning to change due to the professional community's awareness of public responsibility. Moreover we have come to understand a strong future for Nebraska archaeology must be closely linked with public support. Financial, political, and public relations support can be attained only with a positive public image. This paper summarizes the key achievements of Nebraska's public archaeology program but also points out deficient areas and future goals.

LEAD AGENCIES

Institutions actively involved in archaeological research and cultural resource management in Nebraska include: the Nebraska State Historical Society, Nebraska Game and Parks Commission, University of Nebraska-Lincoln, National Park Service, National Forest Service, Bureau of Reclamation, and the U.S. Army Corps of Engineers. The two organizations which are largely responsible for coordinating public archaeology in Nebraska are the Nebraska Association of Professional Archaeologists (NAPA) and the Nebraska Archaeological Society (NAS).

NAS is our amateur organization and was formed in 1980. For the first five years of its existence, NAS was not actively involved in professional archaeological activities. The NAS members continually expressed the desire to have professionals involved in their work but scheduling problems and different priorities prevented sustained cooperation.

The formation of NAPA in 1986 has not only provided a vehicle to bind the professional community but has also begun to solve the problem of maintaining a strong, well informed, and positive amateur society. The president of the NAS sits on the NAPA Board of Directors and contributes to the NAPA newsletter. NAS and NAPA members also are cooperating on activities and events such as Nebraska Archaeology Week. NAPA members are now regularly speaking at NAS meetings and contributing to the NAS newsletter. Growing cooperation was expressed in October of 1991 when the Historical Society presented Cecil Williams the Asa T. Hill award in recognition for founding NAS.

NAPA NEWSLETTER, JOURNAL, AND WORKSHOPS

NAPA publishes a newsletter three times a year to inform members of current events, upcoming activities, the results of fieldwork and other matters of concern to the professional community. NAPA also publishes a journal, *Central Plains Archaeology*, edited by John Ludwickson of the Nebraska Historical Society, which includes peer reviewed articles on regional archaeology. The Nebraska State Historical Society has provided staff time and computer equipment for the journal's publication.

In the past, NAPA has offered public outreach by conducting one day workshops on specific topics in archaeology directed toward lay audiences including school teachers, high school and college students, and private collectors. The idea for the workshops was conceived by Melissa Connor of the National Park Service and will be coordinated by the NAPA education committee in the future. Workshops involve as much hands on work as possible and topics presented to date include: historical archaeology, lithic analysis, teaching archaeology, faunal analysis, Nebraska archaeology, and careers.

EDUCATION

Several activities are underway to make our research more accessible and understandable to the public. Cathie Masters, formerly of the National Park Service and the Historical Society, has prepared "educational trunks" for use in the Nebraska public school system. One such kit is on archaeology and contains reading material, slide shows, artifacts, and instructions for mock excavations.

Several special issues of *Nebraskaland* magazine have been devoted in part to archaeology. In 1984, an issue titled "The First Voices" was published which included chapters on archaeology as well as historic Nebraska tribes and contemporary Native American issues. In 1989, an issue was released focusing on all Nebraska architectural and archaeological properties listed on the National Register of Historic Places. Finally, Nebraska State Historical Society archaeologists have begun work on a book entitled "The First Nebraskans" -- a volume devoted to all aspects of Nebraska archaeology and expressly geared for public consumption.

NEBRASKA ARCHAEOLOGY WEEK

On September 17, 1991, Governor Ben Nelson signed the proclamation declaring Nebraska Archaeology Week and 19 separate events were attended by hundreds of Nebraskans. The first Archaeology Week (or "NAW") was organized by NAPA and was held from September 22-28, 1991. NAW was a state-wide effort to increase public awareness of Nebraska's cultural heritage through lectures, site tours, demonstrations and a field school.

The effort was designed by a committee under the direction of current NAPA President Melissa Connor. NAPA secured a $4,000.00 grant from the Nebraska Humanities Council to fund NAW activities, printing of posters, fliers and brochures, and postage and travel expenses.

Lectures were presented throughout the week on a variety of topics, and demonstrations of flint knapping and prehistoric pottery making were also offered. There was a site tour at the Hudson-Meng Paleo Indian site followed by a picnic. The NSHS and NAS also worked together to present a field school on three autumn weekends.

Each of Nebraska's 145 local historical societies was contacted and invited to participate in the events. Each was also asked to send information on archaeological displays in their museum for inclusion in a brochure about where displays can be visited. Ms. Connor and Rob Bozell contacted the members of NAPA to match interested groups with a professional archaeologist qualified to present lectures or

demonstrations on topics of interest to the group.

Many sponsors donated the time of their archaeologists and staff to complete the effort. The National Park Service's Midwest Archeological Center (MWAC) provided the time of its cartographer Carol Moxham and scientific illustrator Mary Johnson to produce the poster for NAW. Time was also donated to stuff mailing tubes and envelopes. Under the direction of Anne Vawser, over 600 posters were mailed and over 1000 copies of fliers and brochures were sent to various organizations in the state.

Response to NAW was good although we did not receive the press coverage we had hoped for. Between 25 and 75 people attended each of the activities although two lectures were poorly attended due to time and location scheduling and a lack of publicity. Audiences were overwhelmingly pleased with what they saw and asked for future presentations. Overall, we feel that NAW 1991 was a success. We have discovered the benefits of having an Archaeology Week in Nebraska and in the future hope to be better prepared for the hard work involved in putting the program together. Among the benefits of NAW was the cooperation it engendered among all Nebraska archaeologists. It was an unprecedented positive effort for people of highly divergent interests and personalities.

STATE FAIR ARCHAEOLOGY INFORMATION BOOTH

In 1990 and 1991, NAPA designed and staffed a Nebraska State Fair Archaeology Information Booth. The idea was conceived in 1990 by Cathie Masters, current Education Committee Chair for NAPA. The booth promotes archaeology in the state and provides a much needed forum to answer the public's questions about archaeology. The Nebraska Game and Parks Commission donated use of a gazebo in their display area which gave NAPA excellent exposure to thousands of fair visitors. The booth was staffed by professionals and students. Both years have included activities such as flint knapping and prehistoric pottery making demonstrations as well as times when archaeologists would be on hand to identify artifacts that collectors brought to the booth. A mock excavation unit was on display as well as artifacts and posters depicting the archeological projects of several organizations. Informational brochures were available and an electrically lighted board game where prehistoric tools can be matched to modern ones provided educational entertainment for kids.

Visitors asked many good questions, as well as ones like "where are the bathrooms", and have you been to the "Ash Fall" paleontological site? Overall, however, the booth has been a great success and we plan to continue it in the future. It has proven to be an efficient and inexpensive way to reach the public. Also, because of the nature of state fairs, the booth tends to reach the rural population in a manner that other activities can not.

VOLUNTEER EXCAVATIONS

Nebraska archaeologists have always employed volunteers during excavations. In most cases this has been on an informal basis using local residents who are available for a day or two on short notice. Several exceptions are noteworthy, such as work at the Hulme site, a barracks at Ft. Robinson, and the Hudson-Meng site.

A trial NAPA-NAS field school was held in the fall of 1991 at the Andrews site, a Late Woodland component near Omaha. The event was a success with over sixty volunteers participating for three consecutive weekends. Participants came to Lincoln in December of 1991, and processed and cataloged over half of the collection. Several NAS members have continued with the analysis of the material.

Permanent staging of volunteer field schools for NAS serves several important purposes. First it provides NAS members with the opportunity to gain hands-on experience with excavation, cataloging, and analysis of archaeological material. Second, it places archaeology in a high profile positive light. Finally, these events give professional archaeologists an opportunity to investigate sites which would not have the benefit of excavation under the normal course of cultural resource management activities.

STATE ARCHAEOLOGIST AND STATE ANTIQUITIES LAW

The recent reburial controversy has reemphasized the need for a state archaeologists and state antiquities legislation in Nebraska. NAPA was formed as an organization years before the repatriation of human remains emerged, and one of the original goals in forming NAPA was to work toward establishing a position of State Archaeologist and developing strong antiquities laws for the state. Our experience with the recent events has only served to reemphasize the need for both of these entities to protect all of Nebraska's cultural heritage for Nebraskans from all cultural backgrounds.

Over the past several years, first Peter Bleed of the University of Nebraska-Lincoln, and now Tom Theissen of MWAC, have served as NAPA Ad Hoc Legislative Committee Chairs. The major emphasis has been on creating a State Archaeologist position in hopes that this office could direct enforcement of much needed antiquities laws. Tom has begun the effort by contacting every state in the country about their State Archaeologist position, how their system is funded, who it reports to, and the positives and negatives of their system. Dozens of states have responded to the survey. The results will be compiled by Tom before writing a report on which NAPA can base its lobbying strategy for obtaining a state archaeologist.

PROBLEMS FOR THE FUTURE

Nebraska is in its toddlerhood of a strong public archaeology program. This is a function of lack of time and funds but must also be attributed to difficultly in adjusting to a changing political climate. Problems that remains in Nebraska include: meeting Native American religious and political concerns, lack of state antiquities legislation, creating a state archaeologist position, and site vandalism.

Nebraska was the battleground of a bitter four year fight over repatriation. Nebraska archaeology is still evaluating the lessons learned from this experience with widely differing opinions and a great deal of 20/20 hindsight. We are unfortunately not unified in our opinions on reburial and Native American involvement in archaeology. It is obvious that archeology and Native American politics are now inextricably linked. The issues are here to stay and they will permanently alter the complexion of the way we conduct our research. However, we are committed to addressing Native American concerns while preserving Nebraska's cultural heritage.

Vandalism is a continuing problem. Largely because of metal detector enthusiasts, the effects are most severe at Euroamerican and Native American historic period sites. Relic hunter excavations at historic Native American villages, the Oregon Trail, ranches, and territorial townsites are taking a serious toll on Nebraska's archeological record. Discussions between archaeologists and subsurface relic hunters have traditionally been counterproductive, with one side arguing science and the other hobby and profit. Both sides have little regard for the other's position and the problem has no obvious solution other than the enactment of state antiquities legislation. Unlike responsible amateurs such as NAS members, many of these individuals conduct their activities to keep the artifacts, so involvement in organized NAS-NAPA

volunteer digs hold little incentive to curb the destruction. However, we believe our educational efforts to be a step in the right direction.

SUMMARY REMARKS

In summary, Public Archaeology and Outreach in Nebraska is in its infancy. We have, however, already passed through several stages on the way to a full fledged Public Program. First, we have ended our period of ignorance about the need for a public archaeology program and passed into the stage of awareness and enlightenment. We know now that strong public support is essential to Nebraska Archaeology and that it is up to us to educate, inform, and involve the public. We have also tested the outreach program waters with our amateur field school, workshops, state fair booth and first Archaeology Week in 1991. Our next steps will be toward strengthening our outreach efforts and attaining new goals such as a State Archaeologist and antiquities legislation to preserve and protect the past for all Nebraksans.

NEW MEXICO HERITAGE PRESERVATION WEEK: Friendly Advice from Those on the Front Lines

Lynne Sebastian and David W. Cushman

New Mexico Historic Preservation Division

ABSTRACT

As we begin planning for our fifth annual New Mexico Heritage Preservation Week, we have some advice to offer to states and other organizations who are contemplating establishing an Archaeology Week or Preservation Week. DON'T DO IT! But seriously, if you are determined to do it, we would like to share some things that we have learned from our experiences. Topics to be covered include: organization and planning, soliciting events, publicity, funding needs, posters and calendars of events, labor requirements, and results.

INTRODUCTION

As we begin planning for our fifth annual New Mexico Heritage Preservation Week, we have some advice to offer to states and other organizations who are contemplating establishing an Archaeology Week or Preservation Week. DON'T DO IT!!!! But seriously, folks, if you are determined to do it, we would like to share some things that we have learned from our experiences — many we learned the hard way.

WHY NOT TO DO IT AND WHY TO DO IT

You will undoubtedly have noticed from our paper abstract that our first piece of advice for would-be public awareness week organizers is not to do it. To an extent, we were being facetious, but in large part we were serious.

Organizing and carrying out a public awareness week is a HUGE undertaking, one that will drain all the energy and enthusiasm out of the most ardent believers in the value of public education. You've got to be sure that you really want to do this, that you have a corpus of folks committed to putting in all the time and energy that it will take, and an organization or organizations willing to foot the bill. The other thing that we've found out is that once you start doing this it is hard to stop; your boss will expect you to continue, preservation organizations in your state will expect you to continue, event sponsors will start planning on scheduling their events around your Preservation or Archaeology Week. Even if you decide that this was a hideous error in judgment, you may not be able to get out of it in any way short of moving to another state, changing your name, or going to work at Burger King — an approach to which we gave serious consideration near the end of our 1991 Heritage Preservation Week.

If, on the other hand, you are convinced that you want to do this, we can tell you that there are a lot of rewards — both personal and the benefits to your oranization, and to the historic and prehistoric resources of your state. We will be covering the programmatic advantages and advantages to the resources at the end of this paper, but we would like to mention some of the personal rewards that we have

encountered. Just seeing something that you created grow from a modest program of a few events to a statewide program with dozens and dozens of events is very rewarding. Watching the press proof of that first beautiful poster come off the press is wonderful.

Having someone call in to volunteer a truly neat, unusual, exciting event can keep you smiling for days. After a few years, you no longer have to twist the arms of all your friends and of innumerable casual acquaintances in order to get events for your calendar — total strangers begin calling up to say, "I've heard about Preservation Week, and I would like to have my event included in your calendar".

It is a feeling of euphoria second only to the day your last child is finally out of diapers.

All of our event sponsors and all the coordinators are volunteers — very busy people taking time to design, publicize, and put on events, just because they believe in the importance of preserving our heritage. And every year during Preservation Week we are touched all over again to realize just how many people do care about this stuff, and how many of them are willing to put time and energy into sharing that love of the past with the people of New Mexico.

ORGANIZATION AND PLANNING

All right, let's assume that you have screwed your courage to the sticking place, as Lady MacBeth would put it, and decided to plunge into the public awareness week business.

How to start? Our Preservation Week is in May; we hold one basic planning meeting a year, usually in October or early November. We invite a person from each of our major groups of event sponsors, and those people serve as informal coordinators for their group. For example, the Bureau of Land Management, Forest Service, and the Park Service all tend to sponsor numerous events, and we ask one person from each agency to contact the various Resource Areas, Forests, and Parks to ask them to sponsor events, to collect the information on their events for our calendar, and to take charge of distributing posters and calendars back to the event sponsors. We also include representatives of professional and amateur archaeological societies, State parks and monuments, the Museum of New Mexico, etc., in this meeting. You can save a lot of staff time and energy by tapping into existing networks.

At the planning meeting, we set a schedule for when all the tasks have to be done, discuss ideas for new Preservation Week activities, and assign tasks to staff members and coordinators. If you are going to do a big deal thing like an Archaeology Fair, you'll need to get started at least 8 or 9 *months* before the event; you'll need to start getting together the image for your poster and securing funding about 5-6 months before D-day. We find that the most intensive work takes place during the 4 months immediately preceding our week.

SOLICITING EVENTS

The first major effort in these intensive months is soliciting events. Some time in January we mail out letters to former and prospective event sponsors, telling them when Preservation Week will be and encouraging them to sponsor events. Prospective sponsors include federal and state agencies, archaeological societies, Mainstreet programs, museums, historical societies, private contractors and consultants, tribes, municipalities, and anybody else who is warm and breathing and presumably interested in heritage preservation.

It is essential that you be able to tap into existing networks. One of our problems has been that we are both archaeologists — we know how to tap into the archaeological networks, but we don't have the contacts to

enable us to tap into the historical and architectural crowd. For this reason, New Mexico Heritage Preservation Week has so far been heavy on archaeological events and light on historical events.

In the letters we explain that the purpose of Preservation Week is to get the public interested in and enthusiastic about New Mexico's wealth of historic and prehistoric resources. The way to do this is to show people a good time; give them a positive, interesting, memorable experience with the past, and you will create a constituency for preservation. For this reason we encourage people to think up fun, creative, active, hands-on activities for Preservation Week events. It is more fun for the sponsors (who after all are volunteers and deserve a little fun) and makes a greater impact on the public.

Among our more successful events have been:

* site tours of archaeological sites under excavation or normally closed to the public

* flint-knapping, pottery firing, and table-top archaeology demonstrations

* a mescal roast accompanied by traditional Apache dances and ceremonies

* a murder mystery weekend at a historic hotel

* tours and reenactments at a Civil War era fort and battlefield (yes, we did have Civil War battles in New Mexico, two of them)

* a trail ride on the historic Butterfield stage route

* dramatic readings from the novels of Eugene Manlove Rhodes at the historic Oliver Lee ranch house

Periodically we encounter purists who complain about "fluff" events like the murder mystery weekend. "Real" educational events like lectures draw an audience that is already interested in history or prehistory. If we only preach to the converted, how much constituency building will public awareness weeks accomplish? The sponsor of the murder mystery weekends told us that it is amazing how much the participants learn about history during those weekends; the organizers use real historical characters and events as background, and the participants listen intently to every word thinking it might be a clue!

PUBLICITY

In our contact letters to potential event sponsors we always emphasize the critical importance of publicity. We take responsibility for publicizing Heritage Preservation Week, and we try to showcase as many individual events as we can in our statewide publicity. But we put the event sponsors in charge of generating their own local publicity.

We have found over and over that there is a direct correlation between the amount of energy people put into advertising an event and the size of the crowd. There is nothing sadder than having an event sponsor go all out to create and put on a dynamite event, and then have almost no one show up because the sponsor failed to publicize it.

The whole point of a public awareness week is public awareness, right? So publicizing the week itself is your job, and you need to get all the mileage out of it that you can. Our advice is: Go with print media as the primary vehicle. Television is fun and flashy but its effect wears off almost immediately. Radio can be useful if you go for multiple spots, but in our experience, if you have only one way to publicize, go for the papers. Get schedules, announcements, interviews, op-ed pieces, etc., in papers with statewide circulation. Reach out to the public. Tell them what's happening and why it's important. This is where being imaginative can help. For instance, last year we asked a major electrical utility in New Mexico if they would be interested in

carrying a Heritage Preservation Week announcement in the informational flyer that the company regularly sends to its customers along with the electric bill. The utility, recognizing the public relations value in associating itself with our effort agreed; thousands of people were contacted in this manner.

Use your posters and schedules for drumming up interest in your week and your program; why not hit two birds with one stone? Send them out widely to all who might have a direct interest, such as schools, libraries, museums, and the amateur archaeological and historical societies. Then send them to those with a less direct, but equally important interest, such as key state and congressional legislators, banks, and other businesses. These small token efforts have the potential of catching the eye of the high and the mighty, and that's something important to keep in mind.

It's just as important to reach out to the politicians as to the guy in the street.

FUNDING NEEDS

Money makes the world go round right? Well yes and no. Its nice to be flush and if you can find a benefactor who wishes to add your week to his or her list of philanthropic gestures, go for it. But in the real world, you will be faced with funding limitations and this will affect what you can do and how you can do it. A great deal, however, can be achieved with a little money if you prioritize your spending.

Our greatest costs revolve around producing the poster, and calendar of events and the associated cost of distributing these items. The first step in the fund-raising process is to realistically assess your funding needs. Come up with a figure for the cost of production, postage, and supplies and then up it by *at least* 50%. Having done this, you need to find a source or sources of funding. We have had great success in the private sector. State money comes with so many strings attached that it's not worth the hassle. Go to the places that have the money to begin with; the state treasury is not one of them. Great sources of funding can be found in oil companies, banks, and large corporations that do business in your state. They always seem to be having some public relations problem or other and need positive publicity. Don't forget the small businesses who might be interested in your cause out of principle. Lastly, always ask the preservation societies and other nonprofit groups for support. They don't have a lot to give but they're usually more than willing to give what they can.

By reaching out to a number of sources, you gain the advantage of not having to ask any one of them for an unreasonable sum, and you build a coalition of groups from the public and private sector. This always looks good.

The pay back for the sponsor is publicity. Sell them on the thought that the name of their organization will be prominently displayed on your poster which will be sent to hundreds of localities across the state including the state legislature and the state's congressional delegation in Washington. They like that. Of course it helps if you can find someone with the gift of telephone solicitation to head up your fund-raising effort. Ideally, this person should be able to sell hams in a synagogue. After all, what you are trying to do is sell a concept, often over the phone, to a stranger who usually knows nothing about you or your organization.

Fund raising must be achieved within a set time period. It's important to start the process early enough to give you lead time but late enough so that you have some specifics to give your potential sponsors, such as, what the poster is going to look like. Then beat the bushes for all potential funding sources you can. Go all out in this effort and then, once you have reached your deadline, determine what your priorities are; where you must spend and

where you can cut. We have always given the poster the spending priority over the calendar of events since this is the one item that receives the greatest public exposure.

POSTERS

Our philosophy is that beauty sells itself. If you associate your message with a beautiful image then you have also sold your message. Find an image that celebrates a prized cultural resource in your state that is pleasing to the eye. Informational images have the advantage of being very obvious but are also very boring. What you want is something that people are going to WANT to look at well after the events are over. That way, you catch their eye and their mind.

The secret to a good poster is to combine a great image with the right layout and design. For this we recommend professional help; do not attempt this at home. Partnerships can pay off big when it comes to getting the help that you need. If you don't have a graphics department, go somewhere that does and ask them if they are interested in donating their time. For instance, the printer may be willing to do this for a credit line on the poster. Another potential source of technical assistance that we have had success with are other state or federal government agencies. In New Mexico, the Bureau of Land Management has been eager to help us with our poster in exchange for the opportunity to publicize cultural resources that are on their lands. In effect, they have been using our poster as a vehicle for their own message. For this we get the image, the layout and the design, while we pay for production and distribution. It has been a great symbiotic relationship and we highly recommend these kinds of joint enterprises.

Other sources of help with the poster should be considered as well. Many states hold poster contests to produce an image and to publicize their public awareness week. Generally, the contest is competitive and the winning image or design is used for the official poster for that year. These kinds of contests have the advantage of generating a lot of interest and publicity and are especially endearing when children are involved. Poster contests, however, have the disadvantage of forcing you, the organizer, to give up a certain amount of quality control. After all, you're stuck with the winner, and unless there is a large cash prize or some other means of attracting talented people to enter the contest, you might not get what you want.

Once you have an image and a design concept, find a reputable printer who is going to do the right job for the right price, and will deliver on time. Get competing bids on the job and don't be afraid to haggle. Print as many as you can afford and have the finances to distribute. In New Mexico we have learned to print only as many posters as can be used to advertise our Heritage Preservation Week with a small number of extras left in reserve for those who want a copy after our events are over

We do not sell our posters. While there is nothing wrong with doing so, sales require marketing, distribution and bookkeeping. If you are not already set up to do this, don't even try. Additionally, we feel that it is better to get the message out than to turn a profit. By giving the posters away, we are able to target who gets them. If you sell posters your audience is self-selected and you may end up preaching to the converted.

Mail the posters and brochures out together if possible and go fourth class. Bulk mailing is another cost saver that should be considered. Get these materials out no later than three weeks before the events. Depend on your agency coordinators to get packages of posters and calendars out to their folks on their nickel, thus saving your own nickel.

CALENDARS OF EVENTS

If the message for posters is "High class is best," the message for calendars of events is "Cheaper is better."

The point of posters is to draw attention to your public awareness week and to pique the interest of the public.

Another point is to make information about specific events during that week available to the already interested. Posters should be striking enough to hang around for awhile and continue delivering your preservation message long after the week itself is over; calendars are a one-shot deal, quickly discarded after the events are past.

We use folded, saddle-stapled 8 1/2 by 11 sheets of colored paper. We do the typing and desk-top publishing in house or mooch off our better-equipped federal agency and private sector colleagues.

Last year's brochure consisted of six double-sided pages; we typeset and pasted up ourselves, and printing, collating, folding and stapling for 2500 copies cost us about $800. We used press-apply dots to seal the brochures for mailing.

Bulk mailing permits are a real savings when it comes to postage, but there are many requirements and restrictions on them. If you don't already have one, look into it carefully before you plan to depend on bulk mail for your calendars.

In the past we have mailed individual calendars to our own newsletter mailing list, to the folks on archaeological and historical society mailing lists, and to people who call us as a result of media coverage. Last year was the first time that we really had a lot of calls in response to media coverage, and we made a bad mistake by failing to save the addresses of those folks and add them to our mailing lists for this year. Preservation Week is always a learning experience.

In addition to the individual mailings we send bundles of calendars to the event sponsors and other groups for local distribution. We would like to send many more calendars out, both to event sponsors and to chambers of commerce, tourist information centers, etc., but we can't afford the printing costs. We can't even afford to mail the bundles of calendars — we depend on all kinds of networks to get the things distributed. Some of them are sent by the agency coordinators to BLM resource areas, National Parks, etc. Other schemes for poster and calendar distribution that we have concocted have rivaled the Underground Railway in complexity and creativity. "Hi! Rumor has it you are planning on driving to Tucumcari next week, and I just wondered if you would mind taking this box of calendars and dropping it off in Santa Rosa on the way. An archaeologist that I know will meet you at the truck stop and . . ." well, you get the idea. We are looking into ways of getting help with printing next year, and someday we even hope to have a budget for mailing.

LABOR REQUIREMENTS

This whole discussion of creative distribution schemes leads into the issue of labor requirements for public awareness weeks. As with most things, the more money you have, the easier it gets. If you have lots of money, you can hire a coordinator, contract for typesetting, ship posters and calendars instead of relying on the kindness of strangers for delivery, and so forth. If you don't have any money, you have to depend on creativity and hard work to accomplish the same tasks.

As with all good story problems, the answer to the question: "How much work are we talking about here?" depends on how many people you have doing the work. In our case, there were basically two of us doing the whole thing. Heritage Preservation Week 1991 comprised 88 events, we did two major newspaper pieces, three television interviews, one radio show; designed, produced, and mailed out 1000 posters and 2500 calendars; we had clerical help for producing the mailing labels, but otherwise we did everything pretty much by ourselves. We estimate that we put in approximately 600 hours on top of our regular work load to pull this thing off. That's why we recommended that anyone

contemplating starting a public awareness week lie down and put a cold cloth over his or her forehead until the notion passes.

This is hard work and unless your whole staff is behind it or you can hire help or you can get programmatic help from outside organizations, we recommend that you think very carefully before you decide to do it — and then, very carefully, *how to do it*.

RESULTS

Any public outreach initiative requires a major investment in time, energy, and resources before there are any visible signs of results. Anyone who has ever worked in a political campaign knows this to be true and it's the same for preservation programs. In New Mexico, we are just coming up on our fifth Heritage Preservation Week and only within the last year have we begun to see a public response. Our goal is to make Heritage Preservation Week an annual event that the public will not just remember but will anticipate from one year to the next. In this sense, we hope to make Preservation Week self perpetuating. We are on the verge of accomplishing this goal, but again, it has taken four years to get there.

One of the real benefits of this kind of public outreach initiative is that it gives your own program a greater public visibility. We have had state legislators in New Mexico exclaim that they didn't even know there was a department within state government that handled these matters. The public is the same. Once they discover that there is an organization with a telephone number that they can call, they have some way of directing their interests and concerns. This is the big payoff for us. What we do in the preservation community is largely dependent upon public interest and support for our various causes. To gain that support and to use it, it is absolutely critical to build a constituency for your program.

For us, Heritage Preservation Week has become a primary vehicle to this end. It has also become a means of giving back to the citizens, of providing them with the opportunity to share in the celebration of our collective history and culture. We have discovered that there is a lot of very positive sentiment out there that can be tapped for this purpose. Tapping this source of energy enables us to take a proactive stance on preservation rather than merely reacting to the usual crisis situations.

It seems that every year when we gear up for Heritage Preservation Week in New Mexico, we shake our heads and wonder whether its really worth all the agony. Agency coordinators and other survivors of the week speak of their experiences in much the same way as combat veterans. It takes days to come down from all the last minute anxiety of pulling off one of these events. But in th end, upon reflection, we all agree that it i worth it and that we feel better for having done it.

The most valuable lesson that we have learned, and one that we feel is important to pass on to you for your consideration, is the realization that if you want to start a fire you have to light it yourself. Nobody else out there is going to do it for you. For too long the preservation community has been dependent upon the kindness of strangers. This passive approach is quaint but also antiquated. If you really want to make a difference you have to go to the public and sell them on your cause. Public awareness and similar initiatives are a great way to do this.

ARCHEOLOGY FOR THE MASSES IN NORTH DAKOTA

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State Historical Society of North Dakota

ABSTRACT

Public outreach and education is a primary goal of the State Historical Society of North Dakota. The Archeology and Historic Preservation Division works with the Education and Interpretation Division to bring archeology to the public. An archeological field school at Fort Mandan State Historic Site the past two summers trained primary and secondary school teachers and members of the public in basic archeological field and laboratory techniques. To reach students in the classroom, the Education and Interpretation Division distributes suitcase exhibits featuring artifacts, photographs, and documents on twenty different topics. The Dakota Kid Camp offered at the Heritage Center and two historic sites includes a day of archeology in the lab and field. "After School Archeology for Kids" provides a brief introduction on archeology during the school year. By reaching teachers and students we hope to teach a new generation the value of cultural resources.

INTRODUCTION

There are two truisms that come to mind when thinking about educating the public about archeology: 1) non-academic archeologists are notoriously bad teachers, and 2) educators often know little about archeology. Archeologists love jargon and soil — the former confuses the public and the latter is seldom exciting to normal people. The few grade school and high school teachers who don't think archeologists dig dinosaurs, if left undirected, can promote the wrong attitude towards archeology.

For example, last spring we learned of an elementary teacher taking a class out to an archeological site at the invitation of the landowner for the purpose of collecting artifacts. The students did not learn anything about archeology but instead were taught that uncontrolled collection of artifacts is acceptable. Several years ago, a boarding school purchased an earthlodge village so that their high school students could run their own archeological excavation. Fortunately, their teacher called our office for advice and we convinced him that an archeological excavation without a professional archeologist in charge was illegal as well as unwise.

Always saying no, you shouldn't collect and no, you can't dig, leaves the public with the impression that archeology is the exclusive preserve of the professional archeologist. Negative reinforcement is a lousy way of promoting a positive attitude towards our profession. The solution we found was to use the talents of both teachers and archeologists to form a team approach to educating the public. The State Historical Society of North Dakota's public archeology program includes an archeological field school, Museum as Classroom program, Dakota Kid Camp, After School Archeology, traditional arts seminars, museum exhibits, and traveling suitcase exhibits.

ARCHEOLOGICAL FIELD SCHOOL

In North Dakota, a required secondary course is North Dakota Studies. A typical North Dakota Studies teacher has a class of approximately 30 students and instructs four to five courses per semester. One teacher potentially reaches 240 to 300 students per year.

To train these teachers a 1991 archeological field school was held at Fort Mandan State Historic Site, a Nailati Phase Plains Village site with a fur trade upper component (Swenson 1991:8). State Historical Society staff archeologists directed the excavation, and participants earned one graduate credit through the Continuing Education Department of Academic Programs, at the University of North Dakota. The goals of the workshop were to enhance teachers' knowledge of the discipline of archeology, of North Dakota's prehistory, and of state and federal laws protecting cultural resources. In addition, we introduced teachers to resources available to them from the State Historical Society of North Dakota such as videotapes and other educational materials. It was made clear that the workshop did not qualify the teachers to conduct archeological work on their own.

The students participated in an actual archeological excavation for four days where basic archeological field procedures were taught including mapping, field photography, and excavation procedures using trowels and shovels. One day of the workshop was held in the archeology lab at the Heritage Center where students processed the artifacts they had excavated. During the lab day students washed and catalogued artifacts and sorted water screen samples. In addition, there was a lecture on North Dakota prehistory, a flintknapping demonstration, presentation of traveling exhibits, and a discussion of resources and activities that could be used in teaching prehistory to grade school and secondary students. Students also viewed the videos "Assault on Time" and "Flintknapping with Bruce Bradley, PhD".

In the past, the State Historical Society co-sponsored a field school with Moorhead State University. Although the excavation of the Shea Site (32CS101) was an important contribution to North Dakota prehistory, it was also duplicative of other efforts (Michlovic and Schneider 1988). Other state institutions offer field schools for anthropology students and, other than a highly successful open house and lecture series, relatively few members of the public directly benefit. Educating teachers is our goal for future field schools.

MUSEUM AS CLASSROOM AND COLLECTING THE COMMUNITY

Two other workshops offered to teachers by the State Historical Society are "The Museum as Classroom" and "Collecting the Community". Participants earn one graduate credit through Continuing Education at the University of North Dakota. The courses are taught by the Marcia Wolter Britton, Director of the Education and Interpretation Division, who is a former 6th grade teacher and holds a Master of Arts degree in Anthropology with concentration in Folklore, and an M.A. in History Museum Studies and American Folk Culture. The course familiarizes teachers with the resources of the State Historical Society with emphasis placed on practical experiences, demonstrations, field trip, and speakers.

"Collecting the Community" focuses on the objects in one's own community to interpret North Dakota history using artifacts, primary documents, photographs, historic sites, and buildings. This is an outreach program which has been held in Lisbon, Grand Forks, Beulah, Northwood, and Wyndmere.

DAKOTA KID CAMP

Dakota Kid Camp is sponsored at three locations across the state and reaches approximately 75 children each summer under the direction of the Education and Interpretation staff. For one week children are introduced to the work of the State

Historical Society with activities such as birthday newspaper archival search, an architectural walking tour, simulated archeology work, flintknapping, a Kid Camp museum, and an historic sites bus tour. The second session of Kid Camp features week-long activities about specific topics such as historic sites, prehistory, Native Americans, and fossils. The Dakota Kid Camp featuring Native Americans, for example, included tipi raising, basketry, pottery, and gardening activities.

Dakota Kid Camp Workshops at Fort Totten and Fort Buford State Historic Sites are featured on one weekend day. At Fort Totten State Historic Site, in north-central North Dakota, children experience living history. At Fort Buford State Historic site, in the northwestern corner of the state, students learn about the daily life of a Northern Plains soldier stationed at Fort Buford in the late 1800s. They experience hardtack, drills, cooking, journal writing, and other activities with the Sixth Infantry Volunteer Regiment Association and the site supervisor.

AFTER SCHOOL ARCHEOLOGY

After School Archeology, taught by the Education and Interpretation and archeology staff, is also aimed at the younger generation and is featured during Historic Preservation Week. The program begins with a brief orientation and slide show illustrating archeology in action and the information we learn from it. Children are shown prehistoric pottery and then given the opportunity to try to make a vessel using a coiling technique. They are encouraged to replicate prehistoric decorative techniques and designs. Students also use replicated prehistoric gardening tools and tend a garden of Hidatsa/Mandan/Arikara corn, squash, and beans.

CHILDREN'S DAY

Children's Day, sponsored by the Junior Service League and the State Historical Society, heightens awareness of the Society's resources and North Dakota's prehistory. Historical Assistant Linda Ehreth, a graduate student in Educational Administration and a former grade school teacher with a B.S. in education, directs this and many of the other children's programs. A couple of activities the children have enjoyed are using a pestle and mortar in grinding corn and simulating an archeological excavation.

TRADITIONAL ARTS SUMMER SEMINARS

To celebrate the grand opening of the Hidatsa exhibit, "The Way to Independence", Saturday workshops illustrating traditional Native American arts were offered at the Heritage Center. Erik Holland of the National Park Service and Gloria Wilkinson from the Three Affiliated Tribes taught burden basket making. Rose and Francis Cree, Turtle Mountain Chippewa, taught and demonstrated Ojibwa basketry. Sioux beadwork was taught by D. Joyce Kitson, a Standing Rock Sioux. Using traditional Mandan tools, Bob and Lydia Sage-Chase of the Three Affiliated Tribes planted a traditional garden. This program was funded through a grant by the North Dakota Humanities Council.

MUSEUM DISPLAYS AND DOCENT PROGRAM

The Heritage Center, home of the State Historical Society, is the state museum. Permanent and temporary exhibits on archeology are enhanced by a docent program staffed by volunteers who demonstrate artifacts and topics related to each exhibit. The Museum Division, assisted by staff archeologists, has also developed and installed exhibits in the Jamestown Civic Center at the culmination of the excavation of a prehistoric mounds complex in that city, and a permanent exhibit on Knife River Flint at a museum in Dunn Center near the Knife River Flint quarries.

SUITCASE EXHIBITS FOR NORTH DAKOTA

The most effective program for reaching the greatest number of people for the lowest cost is the "Suitcase Exhibits for North Dakota" program. Referred to as S.E.N.D. Kits, these traveling exhibits feature a "hands-on" approach to history and prehistory. Each kit contains artifacts, historic photographs, reproduction documents and teaching suggestions on a specific topic. For a $5.00 user fee and a $10.00 shipping fee teachers, nursing homes, or any member of the general public may borrow a kit through the Education and Interpretation Division.

Some of the topics include Early Peoples, Archeology, Chippewa/Metis, Sioux, Mandan/Hidatsa/Arikara, Frontier Military Life, Fur Trade, Ethnic Traditions, Working Women: Milliners, Moms, and Aviators, Transportation, Recreation, Generations: Family Life, The Great Depression, Town Life, Energy Development, and others. The S.E.N.D. program was funded by major grants from the Institute of Museum Services and Ronald McDonald Children's Charities, with additional funding provided by the State Historical Society of North Dakota, the Department of Public Instruction, the Governor's Council on Human Resources-Committee on Children and Youth, and the State Water Commission. The S.E.N.D. program is supported in part by the North Dakota Heritage Foundation, Inc.

CONCLUSION

In the past several years archeology has received a lot of bad press. In the struggle over repatriation of human remains and sacred objects archeologists have been under attack from a number of unexpected fronts. It is essential that we raise the image of our profession and teach the next generation the lessons of the past and the values of archeological research. We hope that the programs we offer in our state can continue to grow to reach an ever greater audience.

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THE SOONERS CAME LATE: PUBLIC ARCHAEOLOGY IN OKLAHOMA

Robert L. Brooks

Oklahoma Archeological Survey

ABSTRACT

Since the conception of public archaeology some twenty years ago, there has been a passive interest in pursuing this "paradigm". Recently, the archaeological community has expressed an active interest in the development of public outreach programs. This paper explores the nature of the public archaeology orientation and problems in its application. Suggestions are made for a participatory public outreach agenda through needs assessments of the "public". Examples are drawn from Oklahoma's current public archaeology program.

INTRODUCTION

Some 20 years ago, Charles R. McGimsey introduced the concept of a "public archaeology" to the professional community (McGimsey 1972). Integral to McGimsey's platform was the idea that the past is a public trust and that everyone should have equal access to learning about the past. This was to be realized through a program of public outreach by the professional community. Since that time, professional archaeologists have inadvertently created two images of public outreach: 1) the Dick Tracy image, and 2) the Socrates image. In the Dick Tracy image, archaeologists conduct public outreach under the assumption that members of the public represent potential vandals. This approach places greater emphasis on educating the public concerning the penalties for disturbing the past than educating them about the past. With the Socrates image, the professional community interfaces with the public as a mentor imparting knowledge to the uneducated masses. It has only been in the immediate past that archaeology has taken a more mutually interactive role — perhaps stimulated by The Secretary of the Interior Manuel Lujan's call in 1989 for a stewardship of America's cultural resources (McManamon 1991).

Concurrently, an opinion poll of Society for American Archaeology members identified "public outreach" as one of their highest priorities (Fairbanks and Associates 1988). Thus, public outreach *awakened* as an agenda that the professional community must responsively deal with.

In discussing public outreach with colleagues, I sense attitudes ranging from indifference to frustration to enthusiasm. These attitudes are in some cases no doubt fostered by an absence of knowledge as to exactly who or what is "the public".

McManamon (1991:121-130) in a recent study identified several categories of the public: the general public, students and teachers, Congress and the legislative branch, government attorneys, managers, and archaeologists, and Native Americans. While McManamon was rightfully trying to

bring some order out of chaos, he fell victim to the old archaeological dilemma of creating a static taxonomic system which "the public" must be forced into. While he has been the first to publish on this matter, I suspect that many other archaeologists have similarly categorized the public.

The result is public outreach programs that are more or less typecast based on the category of public being dealt with or programs that use the scattergun approach — hoping to hit someone. In fact, there is no "best fit" identification of the public that can be accomplished through a simple (and simplistic) taxonomic classification. A more dynamic and active means of defining that segment of the public that we are dealing with is along particular dimensionalities. Here, dimensionality is defined as a vector or axis that crosses a n-dimensional space that comprises the public as a whole. This can be viewed as a parallel to the factors in a factor analysis. For example, if our dimension of interest is land ownership and use, then the public may be represented by farmers and ranchers, small town dwellers, industrialists, rural non-farm which can be further subdivided, people in metropolitan areas, and state and federal agencies. While the individuals in these categories may be Native Americans, lawyers, land managers, etc., the dimensionality that brings them together is land ownership.

A similar example can be made for education. Here, our segments include teachers, students, archaeologists, educational psychologists, parents, and administrators. Considering the degree to which archaeologists have borrowed from physical sciences (e.g., geology, botany, zoology, etc.), it is unfortunate that we have not made use of the dimensionality concept as it is applied in public relations, social psychology, education, and marketing.

In conjunction with the establishment of a particular dimensionality of the public, it may be necessary to conduct an objective needs assessment for adequate application of a public outreach program. A needs assessment is a communications process between segments of the public and an "institution" for the purpose of incorporating information about this "public" into the planning process of the institution (Nickens, Purga, and Noreiga 1980:ix) and has been widely used in marketing research and public relations. The needs assessment more specifically serves to incorporate the information on the particular dimension of the public and the archaeologist into activities, delivery systems, operational strategies, and public relations planning.

During the past five years, the Oklahoma Archeological Survey has been conducting public outreach through an operational framework of "Public Archaeology" where the dimensionality concept is used to identify various segments of the public. These programs have further profited from various objective needs assessment structures.

In this paper, I address four specific public outreach areas where the Archeological Survey has used dimensionality to define certain segments of the public and an objective needs assessment to formulate our program goals, needs, and approaches. These include: an evaluation of attitudes and opinions of western farmers, two educational programs ("Diaries in the Dirt" and "Oklahoma's First General Store"), an avocational certification program, and a program designed to protect traditional Native American properties. As can be noted, these fall within the educational, research, and managerial components of the public archaeology framework.

ATTITUDES AND OPINIONS OF WESTERN FARMERS

One of the Survey's principal concerns has been with landscape alteration and how these changes affect archaeological resources. Thus, the dimension of the public that we are concerned with is those individuals who are landowners and landusers and include: 1) western farmers, 2) eastern farmers, 3) rural non-farm, 4)

small town dwellers, 5) people in metropolitan areas, and 6) industrialists. We further refined our segment of the public to western farmers. Farmers were selected because they traditionally have worked the land and are most familiar with what their lands hold. Farmers in western Oklahoma were targeted in this project because they own or use greater acreage than their eastern counterparts and also have a greater land tenure (what geographers term "place identity"). The focus of this program was to examine western farmers' knowledge about archaeology and historic places and their attitudes and behavior toward archaeology and historic preservation. While there are a number of different needs assessment approaches, we elected to use a mail questionnaire.

Our questionnaire contained some 70 questions and addressed four areas: 1) their knowledge concerning archaeology and historic places, 2) their attitudes about archaeology and historic preservation, 3) specific farming and ranching practices, and 4) basic socio-economic data. The sample, stratified by acreage, was randomly drawn for 1000 farmers in a 35 county area of western Oklahoma. Our response rate was approximately 8% — a percentage common for questionnaires dealing with special interest population groups. Our respondents provided us with some very revealing data on farmers' socio-economic status as well as their attitudes concerning archaeology. For example, slightly less than 30% of our respondents had a high school education or less. The remainder had a range from some college (25%), Bachelor's degrees (24%), Master's degrees (14%) and one Ph.D. Thus, it would be inappropriate to conduct outreach on this segment of the public from the "Socrates" approach. They are obviously well educated and knowledgeable and need sophisticated outreach efforts. Roughly 40% of those responding correctly identified what archaeologists do, while 43% had found some type of artifact on their land.

Another interesting set of questions dealt with the Indiana Jones image. Eighty-eight percent of the western farmers had seen one or more of the Indiana Jones movies with 48% having seen all three. However, 86% did not believe that "Indiana Jones" presented an accurate portrayal of archaeologists or their work. Thus, our concern about this series of movies may represent the beating of the classic straw man. We also received encouraging results from an examination of their attitudes.

Eighty-four percent believed that it is important to preserve and protect archaeological sites and historic places and 89.5% thought that there should be laws to protect important prehistoric and historic places. We also discovered that 77% of our respondents would remove an area from cultivation if it contained an unmarked prehistoric or historic cemetery. Also, 70% indicated a willingness to work with state and/or federal officials to preserve an important archaeological site. From these observations, the Dick Tracy approach also appears to be unwarranted.

These represent but a few of our findings. We have also extended the use of our questionnaire to other media. These include having a booth at the FFA (Future Farmers of America) Building during the Oklahoma State Fair, a news note in *Oklahoma Rural News*, and a telephone interview over the Oklahoma News Network. The results from this study of western farmers level of knowledge and their attitudes about archaeology will be used in future outreach to this particular segment of the public and may include items such as brochures on specific topics being distributed through the Agricultural Extension Service or Farm Bureau.

DIARIES IN THE DIRT

Another principal concern among the archaeological community has been delivering archaeological concepts to school children. Thus, our dimension is education

and involved teachers, school administrators, parents, archaeologists, museum education specialists, and of course,the school children. Our needs assessment was conducted through use of the community forum approach combined with tactical "brainstorming". "Diaries in the Dirt" is an interactive set of modules designed to introduce archaeology and archaeological concepts to 4th-6th graders. These age grades were selected because educational psychologists have found them to be the most receptive to new concepts while being intellectually developed enough skill-wise to be challenged by diverse programs. As designed, "Diaries in the Dirt" has five components.

The first component is a Teachers Guide to Archaeology. The guide provides teachers with basic information on archaeological methods and theory, basic chronologies, exercises for their students, and reference materials.

The second part of the program is a board game about archaeological concepts called Oklahoma Archaeology. This game provides students with basic skills concerning archaeological methods. Through the use of discovery and incident cards, it acquaints students with actions and activities commonly encountered by archaeologists.

A third module is another board game which focuses on life during Plains Village times, ca. 700-900 years ago. Through the use of concept cards, students learn about Plains Village peoples' social, economic, and religious lifeways.

The fourth part of "Diaries in the Dirt" is a excavation exercise called EX-Site. Here students have the opportunity to learn through simulated excavation of a multi-component site derived from real archaeological data. Encounter cards identify what was found in the units that the students "excavate". A companion to EX-Site is a series of sandboxes that can be used to physically excavate the scenarios created in the EX-Site model. Both the EX-Site and sandbox components have approximately 100 artifacts and replicas that can be analyzed and described by the students. These range from historic glass beads to replicas of a Folsom point.

The various modules of "Diaries in the Dirt" were pretested on both individual school children within the specified age grades and on sample 4th-6th grade classes. Delivery mechanisms were similarly tested on classroom teachers and enrichment specialists.

Finally, workshops were held for teachers and school administrators to introduce not only the program but to provide a more in-depth perspective on the instructional materials. The responses to "Diaries in the Dirt" over the past year have been outstanding.

Reservations for use of the program are a backlogged three to six months at the three distribution centers; it is estimated that Diaries currently reaches approximately 800 students a year. We have also had reports of classes playing the EX-Site module for eight hours. Although highly praised by teachers and administrators, Diaries in the Dirt is not without problems.

There are only nine kits available for the state and the focus has been principally on western Oklahoma. We are currently working on funding mechanisms to deliver the program to the county school systems as part of their available media programs.

OKLAHOMA'S FIRST GENERAL STORE

Oklahoma's First General Store was created in a somewhat different fashion. Since 1987, the Archeological Survey has been presenting a program on the use of bison by prehistoric people to both school children and adults. Over a three year period, the program was refined and enlarged in scope to more extensively cover not only people's use of bison but the ecology and evolution of bison.

We also began to build an inventory of hands-on material for use with the program. Thus, our needs assessment was conducted partially through a community forum approach. We solicited comments from teachers as well as evaluating student interest.

In 1990, a pilot version of Oklahoma's First General Store was made available through the University of Oklahoma's Faculty Lecture Series. The revised program contains an introduction to bison; a discussion of their evolution over the past 100,000 years; examples of how various parts of the bison were used by Native American peoples; cases where bison kill sites have been found; and a session on the current status of bison (e.g., herd size, ranching, Dances With Wolves, etc.).

We have also integrated a greater number of artifacts and replicas into the hands-on aspect of the program. These include items manufactured from the bison: a bison skull, scapula hoe, tibia digging stick, flesher, horn core hoe, paint sponges, ligaments and sinew, tanned hides, untreated hide and hair, and a Kiowa war shield from seasoned bison hide. Other items used in the program are chipped stone dart and arrow points, knives, and scrapers.

Oklahoma's First General Store is our most highly demanded program annually reaching between 500 and 1000 students. The Archeological Survey also works to deliver the program to rural school systems which traditionally receive fewer enrichment modules. We are also currently working on a kit for this program that can be used as a stand alone without requiring the presence of an archaeologist.

TREATMENT OF TRADITIONAL PROPERTIES

Over the past five years, cultural resource managers have become increasingly aware that the cultural landscape contains more than archaeological sites, architectural elements, and modern material culture (Parker and King 1988). These we have entitled "Places Seen and Unseen: Traditional Properties in a Cultural Landscape". Traditional properties refers to places of social, ceremonial, and sacred value to a particular culture. These may range from a location of mythical power of the Comanches to the contemporary but sacred dance ground such as Tukabahchee of the Creeks, to the location of the Battle of the Washita.

The dimensionality of the traditional properties program involves traditional and progressive Native Americans, archaeologists, ethnologists, cultural resource managers, administrators of federal agencies and private firms, and rural landowners (usually farmers and ranchers). The procedure involved conducting interviews with multiple key informants for the participating tribe as well as other individuals. These informants may be traditional members of the tribe, tribal elders, and ethnologists or archaeologists familiar with traditional places of cultural value to the concerned tribe.

Permission of the tribe was obtained to identify their places of traditional value and to talk with members of the tribe for their knowledge. Through interviews, use of historic documents, and other miscellaneous resources, an inventory of places was compiled.

Where interviews were conducted, an informant record form was kept. Traditional places identified through these procedures were then categorized as having social, ceremonial, or sacred value to the group, tribe, or nation. Additionally, they were categorized as to the type of place (e.g., dance ground, Native American church, family cemetery, etc.). All documentation of such traditional places was maintained at the vicinity level rather than the exact location. This was done so as to not compromise the integrity of the informants or possibly desecrate sacred areas by revealing their precise location.

The vicinity information is plotted on a Oklahoma master for USGS 7.5' topographic maps. This master indicates what vicinity contains places of social, ceremonial, and sacred value and the concerned tribe. The master map is being prepared for use in evaluation of federally regulated or permitted projects (much like a Section 106 action). If our review of the master map indicates that a project falls on a vicinity identified as containing traditional properties, the applicant is notified that he must contact the concerned tribe to ensure that the project will not effect the traditional properties involved. Concurrently, a copy of this letter is sent to the tribe as well as the documentation in our files as to the informant or source of information for traditional place. Here, authority is passed to the tribe/group to work out an agreeable solution to potential disturbance of these resources.

Documentation of traditional property inventories has been conducted with the Comanches and partially with the Kiowa. This year, we are working with the Euchis of the Creek Confederacy and the Choctaws. The program has been moderately successful. There are two major constraints with the program. First, conducting an ethnographic survey is very time consuming, permitting us to talk with only a few members of the tribe. However, over time, it is anticipated that unsolicited information will be obtained thus increasing our inventory at a faster pace. Second, we have found that in some tribes, there are but a few individuals who remember the places of social and ceremonial importance.

AVOCATIONAL CERTIFICATION

The last of our principal public outreach themes deals with a certification program for avocationalists. The dimensionality of the public dealt with here are individuals with an interest in archaeology as an avocation and members of the professional community.

During the past seven years various members of the Archeological Survey have worked with other professionals and the Oklahoma Anthropological Society to establish a viable certification program. The needs, goals, and planned structure of the certification program were identified through a community forum approach where four members of the Society and four professionals including the President of the Anthropological Society and the State Archaeologist met over a period of approximately six months to draft the basic requirements of the program.

Five certification categories were created: surveyor, crew member, laboratory technician, archaeologist in training, and certified archaeologist. Each of the categories contains a set of required workshops and seminars as well as hands-on experience. To date, seminars and workshops have been conducted on site surveying and reporting, excavation techniques, laboratory methods, plant identification, lithic technology, faunal analysis, and site mapping. In conjunction with the Archeological Survey as well as other professionals in the state, there have also been numerous opportunities to obtain the field requirements of the survey and excavations categories. Currently there are 50-75 persons involved in the certification program.

SUMMARY

Public outreach programs of the Archeological Survey extend to a diversity of dimensions of the public. The programs have been successful and have gathered some appreciation on the part of the "public". They also illustrate that educational outreach can be undertaken at modest levels.

Despite 10 years of formal requests and stated budget priority, we have never been funded for an education specialist. However, the important aspect of the

Survey's public archaeology programs is that they have been targeted at specific functional dimensions of the public and that we have utilized social science procedures within a research and management framework.

Conducting public outreach should have the same level of scientific rigor and structure as our conventional research programs; it is no less important. These programs need also be mutually interactive to those segments of the population that are being dealt with. Archaeology can no longer afford the "armchair" approach to the public nor the Dick Tracy and Socrates images that we have created in the past. We must leave our academic and bureaucratic environments and commit ourselves to responsively working *with* people.

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PUBLIC EDUCATION IN ARCHAEOLOGY WITHIN SOUTH DAKOTA

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ABSTRACT

South Dakota's public outreach in archaeology follows a three-tierd approach to reach as broad a spectrum of the public as possible and facilitate each group's level of interest. First, archaeology in the schools is designed for public K-12 students. Through lecture, visual display, and hands-on artifact analysis, an impressionable audience is introduced to the fragility and need for protection of our cultural resources in a scholastic environment. Second, to reach those with a cursory interest in archaeology and have found no outlet to satisfy that interest, an annual Archaeological Awareness Days is held at a National Landmark site in the state. Finally, several programs have been established for those public participants whose interest goes beyond initial curiosity. Lectures to organized archaeological and historical societies, an annual volunteer 10-day field school, and a site steward program to monitor the level of site destruction along the Missouri River are a few of the programs in this category. In all the public outreach programs the common linking thread is stressing the need for historic preservation and the realization that archaeological sites are the epitome of a non-renewable resource. It is hoped that when the principles of historic preservation are understood by as broad a range of peoples as possible, preservation will have become a before-thought rather than an after-thought.

INTRODUCTION

Some of the more remarkable cultural resources in the United States are found in South Dakota. Humans have inhabited the state for over 11,000 years and a cultural taxonomy, based on recovered archaeological material, has been established that identifies components from the earliest hunter-gathers through the historic period.

When four mainstem dams on the Missouri River were constructed during the 1950s and 1960s, the Smithsonian Institution funded a wide-reaching archaeological salvage program, known as the River Basin Surveys, to recover as much archaeological evidence as possible before sites were destroyed by construction activities and the resulting reservoirs. South Dakota became a mecca for archaeologists, and their discoveries laid the groundwork for the establishment of a cultural taxonomic chronology for the region, which despite some revisions, remains in place today. Although significant work was accomplished during that time, archaeological survey and excavation continues to this day.

Incorporating these cultural resources into a comprehensive preservation plan is the mission of the State Historical Preservation Center. Part of that plan is public education in archaeology. To accomplish this goal, the Center has begun a state-wide public education program to generate interest in historic preservation, particularly archaeology — a sometimes formidable task.

Many people have the view that archaeology is simply "digging up" artifacts.

Such a perception is understandable, as the excavation is the most visually recognizable aspect of archaeology and garners the most attention from the various media outlets. However, a growing segment of the public has become increasingly knowledgeable about the goals of archaeology and historic preservation. Therefore, the professional archaeological community is faced with the dilemma of how to reach a broad segment of the population while addressing the varied levels of interest that exist.

An audience accustomed to half hour television documentaries that highlight only the beautiful, exotic, or rare artifacts may soon become disenchanted if an archaeologist at a public forum dwells on strictly scientific analysis. Conversely, that segment of the public whose interest goes beyond the cursory level may want site analysis included. Clearly then, public education in archaeology must be segmented to address the various levels of interest and indoctrination.

This paper will focus on those public education programs sponsored directly by the State Historical Preservation Center. It should be noted that South Dakota has an active archaeological society and many, if not most, professional archaeologists in the State participate in non-State funded activities to promote archaeological awareness to the public.

The State Historical Preservation Center, under the auspices of the State Historical Society, has specifically targeted three types of audiences for public education in archaeology: public school students, those with a cursory or perhaps a lifelong interest in the subject, and those whose interest goes beyond mere curiosity and want field and laboratory experience.

ARCHAEOLOGY IN THE SCHOOLS PROGRAM

At the end of the field season (typically October in South Dakota) the Center notifies school superintendents throughout the state that an archaeologist is available to visit their schools. The curriculum used by the archaeologist includes lectures, visual displays, hands-on exhibits and a question-and-answer session. While all lectures highlight the goals and procedures involved in archaeological method and theory, the actual content of the lectures is determined by the grade level and the students' previous exposure to archaeology.

Many instructors have laid a solid foundation by teaching related subjects such as earth science, prehistory, and state and regional history; others have fostered and fueled the many unfortunate stereotypes regarding archaeology and archaeologists. A preliminary conversation with the teacher regarding levels of indoctrination is helpful in deciding the lecture format. The visiting archaeologist may spend a good deal of the lecture dispelling stereotypes and misconceptions.

Because many school districts in South Dakota are quite small and students K-12 may all be housed in one facility, the visiting archaeologist may have to deal with several grade levels during a single visit. The archaeologist may be asked to speak to elementary pupils one hour, junior high students the next and senior high students the following hour. In addition to juggling the lecture format to conform to the various age levels, the lecturer must deal with the "cool" factor. Elementary students traditionally are full of wonder and excitement and listen attentively to the speaker. However, as students reach the secondary level, the need to be "cool" and nonchalant in their demeanor often results in a significant curtailment in the feedback from the audience. It is therefore tempting to show students the more visually enticing aspects of archaeology to pique their interest. It is also interesting to note that most students and many teachers believe archaeologists spend a great deal of time excavating dinosaur bones.

While perhaps not as "exciting", lectures on the basic principals of vertical and horizontal control, soil and site

stratification, the importance of mapping, excavation techniques, conservation and curation methods, and the fact that archaeologists don't do dinosaurs are more in keeping with the actual purpose of the visit.

Slides and other visually interpretative tools are used to highlight the lectures and maintain student interest. Each school and each instructor is different and a pre-lecture discussion with the teacher often helps the archaeologist gauge the type of program that will work best in that particular situation. Many schools ask for a return visit the following year, and the visiting archaeologist can often build on previous lectures.

The archaeology in the schools program began in 1987 due to repeated requests from public school teachers and administrators to have an archaeologist visit their school. The State Historical Preservation Center assigned a staff archaeologist to develop an appropriate public education program for the schools. Twenty hours a month were allocated to develop the format and travel to the schools. The program has been very successful. A growing number of teachers have participated on summer excavations in South Dakota and other regions and jump at the chance to have an archaeologist visit their school or classroom.

During the 1987-88 school year, the program reached nearly fifteen hundred students in over twenty-five different schools. The program continues to expand and by the end of the 1991-92 school year, over 20,000 students in over seventy-five different schools throughout South Dakota will have been reached. Several schools have incorporated the lecture into the curriculum of one of several science courses and at least one anthropology club was formed.

The allocated time of twenty hours per month is usually filled within a week of sending the letters to the schools. Originally, slides from various excavations and sites were the primary visual tool to supplement the lecture. As the program has grown and progressed over the past several years, however, other visual displays, such as the stratified contents of a modern garbage can and video tapes of laboratory and cataloging techniques, flint knappers, potters, and prehistoric butchering methods have been incorporated into the program.

For younger students, an interesting visual display developed was a jigsaw puzzle depicting a scene from a day in a prehistoric Indian Village. When complete, the picture of the puzzle was easily discernible: people making tools, constructing and repairing houses, food preparation, etc. However, when only a dozen or so pieces of the puzzle are shown, the picture is less discernible and the activities taking place in the village is not clear. The analogy of an archaeologist trying to reconstruct past lifeways (i.e., interpret the picture) with only a few pieces of the puzzle serves as a good interpretative tool. Showing how a professional looks for as many pieces as possible, using modern archaeological tools, underscores not only the importance of interpretation but of site protection as well.

Originally, the Archaeology in the Schools Program was funded in-house with a staff archaeologist receiving a travel and per diem allowance and monies for development of visual displays. Beginning in 1992, however, grant money from the National Park Service, administered through the State Historical Preservation Center will be allocated to expand the public education program including Archaeology in the Schools.

ARCHAEOLOGY DAYS

The second public education program is for those individuals who have a cursory interest in archaeology and want an outlet to further that interest. To fulfill this need the State Historical Preservation Center sponsors an event called Archaeology Days. The event was created in 1989 in cooperation with the State Historical Society and professional

archaeologists throughout the state. At this two-day event, held annually over Fathers Day weekend at the National Landmark site in Mitchell, South Dakota, professional archaeologists demonstrate prehistoric technologies (i.e., stone and bone tool making, pottery manufacture, prehistoric agricultural techniques) and conduct lectures on artifact identification, conservation, and curation procedures.

Interested participants can also work alongside trained archaeologists at an ongoing excavation at the site, where they can learn professionally accepted archaeological field techniques.

Facilities at the Mitchell site include a walking tour of the site and a museum where the public can view a reconstructed earthlodge, view artifacts recovered at the site, and experience life as it was at that location over 900 years ago. During the Archaeology Days weekend, the Mitchell site and museum is open to the public free of charge and the staff helps facilitate the archaeological activities.

There is no budget for advertising the event or paying the participants and creative funding must be used. Local businesses are solicited to sponsor television and newspaper advertisements announcing the event. Posters are printed and distributed to libraries, civic groups, businesses, highway rest stops, etc. A press release is distributed to all newspapers in the state and larger newspapers outside the state. For the 1991 Archaeology Days, the Center sponsored a poster contest for public school students. Each school district in the state was given the opportunity of having their students submit a poster with the theme "what is archaeology?" The winning design adorned the poster along with the student's name, grade, and school.

Archaeology Days has become a successful event for several reasons. The event site is easily accessible, the facilities are first rate, the advertising targets a broad audience, the event is family oriented, and it satisfies a broad range of interests. Announcements of excavation opportunities, relevant publications for sale, and memberships to various archaeological societies are available to the public. Visitors often bring artifacts to the event for identification. While discouraging the looting of archaeological sites, several visitors have provided information that has led to the location of previously unrecorded sites. Attendance has steadily increased from 1,000 in 1989 to nearly 3,000 by 1991.

SUMMER FIELD SCHOOL

The third target audience in the public education program are those whose interest goes beyond the casual and who wish to obtain actual field and laboratory experience. To address this need, a volunteer field school is held each summer over a ten day period. Volunteers are solicited through newspapers, archaeological society mailing lists, historical societies, etc. Participation is on a first-come basis. A site is selected that has the potential for a good interpretive archaeological project incorporating elements of survey, excavation and laboratory work. The field director designs the excavation to be an educational experience, not simply a search for artifacts.

Volunteers are given the known cultural history of the site and are shown how an archaeologist would approach an excavation at this particular site. Typically, two or three professional archaeologists supervise the field school. Some of the volunteers assist the archaeologists in mapping the site or laying out and numbering the grid system. There are two four-hour shifts per day and each archaeologist is assigned a maximum of five volunteers per shift. Each archaeologist is responsible for instructing the volunteers in excavation techniques, artifact cataloging, and lab work. The field director and supervisory archaeologists monitor progress and/or problems during pre-excavation meetings and conferences following the end of each work day.

Although no experience is required, many volunteers have worked on previous

excavations. Therefore, tasks are often assigned according to the level of experience. The more experienced volunteer may assist the archaeologist in areas such as profiling, drawing plans or cataloging artifacts.

The site chosen for the field school must meet certain criteria. It should be accessible by vehicle or short distance on foot, be reasonably close to overnight accommodations such as campgrounds or motels, and safe to work on. These criteria may exclude sites that are in immediate danger from erosion or development and otherwise need immediate recovery of cultural material. However, when dealing with volunteers ranging in age from fifteen to seventy-five and the real possibility of accidents, the more endangered sites often take a backseat to sites chosen for accessibility and safety. Other considerations include owner consent, the complexity of the site, the amount of work to be undertaken, and previous work at the site.

The success of the volunteer field school has been overwhelming. Each year the response to the program has become greater, leaving little doubt that the public is interested in learning field techniques. The program is not designed as an organized search for artifacts, and volunteers are carefully informed that spending several hours at a field school **does not** make them archaeologists.

The principles of historic preservation are taught and hopefully these lessons will be passed on to others by the volunteer workers. When a report is published on the excavation, each volunteer receives a copy of the site report. From 1987 to 1991 over two hundred people have participated in the volunteer field school.

SUMMARY

Public education in archaeology within South Dakota has emerged from its infancy fueled by positive public response to the program. Increased funding for the program will be used to build on earlier successful ventures and the development of new programs. Being a large state with a complex archaeological record, and regionally separated population centers, serve to make the development of one program in public education impossible. The demand by the public has been overwhelming. The primary objective for the future will be to make the most efficient use of financial and human resources to educate the maximum number of people without diluting the message.

ARCHEOLOGICAL EDUCATION PROGRAMS IN TEXAS: PROFESSIONAL AND AVOCATIONAL ARCHEOLOGISTS AS PARTNERS

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ABSTRACT

Within the past ten years, the Texas Historical Commission's Office of the State Archeologist (THC/OSA) has produced and distributed popular educational materials including the *Living with Texas Past* book series for young readers, *A Legacy in Pieces* booklet for landowners, and other informational handouts. The THC/OSA created the Texas Archeological Stewardship Network in 1984 to assist in archeological field work, artifact collection, documentation and education activities. Texas Historical Commission staff archeologists closely cooperate with the statewide organization for professional and avocational archeologists, the Texas Archaeological Society (TAS), actively participating in the archeological education efforts of the TAS. Finally, the creation of an annual "Texas Archeology Awareness Week" in 1989 has served as the catalyst for a concentrated public outreach effort by the entire archeological community in Texas.

INTRODUCTION

In the past decade, numerous agencies, institutions and archeological organizations at the local, regional, state and national levels have come to the same conclusion: in order to effectively preserve our archeological heritage, we *must* have public support. Public support however, must be cultivated, as the need for archeological preservation is not always self-evident to those outside of the "archeological circle".

How do we sensitize the public, so that the archeological past is not only appreciated, but its protection and preservation is fervently desired?

The answer is simple: *EDUCATION*. However, how we set out to implement this answer is not so simple. In fact, the task can be overwhelming -- How do we educate? What are our target audiences? Where will the funding for much needed programs, handouts, and audiovisuals come from?

The following sections of this article identify some of the education challenges that we face in Texas, and how we have chosen to address them.

THREATS

What has endangered our archeological heritage? Many forces are at work. "Mother Nature" herself is responsible for burying, exposing and sometimes completely destroying archeological deposits. Reservoirs constructed to meet the demands of residential and agricultural water needs and recreational pursuits have damaged and inundated thousands of archeological sites in Texas. In East Texas, the timber industry

harvests trees destined for lumberyards and paper mills to meet our ever-growing demands. Where alterations have left the land barren of vegetation, erosion exposes and displaces the layers of archeological deposits that were undisturbed for centuries. In South Texas, where ancient remains are sparse and shallowly buried, field clearing and land leveling practices are especially destructive. If these and other land-altering activities are undertaken without prior consideration for the archeological resources, information about the past is lost forever.

Prehistoric sites are not the only cultural resources under siege. Even historic cemeteries that were once safely isolated from the pressures of population growth are being damaged and destroyed with increasing frequency.

On the Texas coast, exclusive developments are altering shorelines and bayfronts, and consequently damaging archeological remains. And our urban centers continually expand outward to previously undisturbed land, damaging or destroying the cultural resources in their paths.

It is simply unrealistic to believe that all remaining archeological sites in Texas warrant preservation, and that all development and industry should cease. In fact, development -- be it an urban renewal project or highway construction in a rural county -- is often the catalyst for archeological research.

Even more problematic is the willful destruction of sites for profit. Commercial relic hunters show little regard for the research potential of archeological sites. Some are known to lease property from landowners for the expressed purpose of mining artifacts. Some even trespass onto public and private property without landowner knowledge or consent, leaving gaping holes and uprooted tress as their calling cards. Even the seemingly harmless hobbyist can leave a burned-rock midden a meaningless jumble in the search for perfect "arrowheads" suitable for framing. Both commercial and private collectors have been especially active in Northeast Texas, leaving Caddoan mounds riddled with holes in their search for burial goods. Even historic cemeteries are looted in hopes of finding jewelry or other personal items that can be sold to collectors.

And then there are the vandals who unnecessarily and permanently damage rock art sites. They are the ones who leave their mark alongside (and sometimes on top of) Indian designs for no apparent reason.

EDUCATION = PROTECTION AND PRESERVATION

Those of us involved in the public sector know that part of the educational process should include consideration of the various laws and regulations that protect archeological remains. Law enforcement should not be ignored in this process, as ignorance of antiquities laws tends to be the norm.

In Texas, over 90% of the state's lands are privately owned, and are therefore unprotected by any law. This is where the Office of the State Archeologist (OSA) plays a role. Created by the Texas Legislature twenty-six years ago, the OSA's prime responsibility is to direct a state archeological program. The OSA, located within the Texas Historical Commission, concentrates its energies upon the protection and identification of sites on private land, and is heavily involved with public education and preservation programs. This is a tall order for a staff of 6.5, in a state the size of Texas.

TEXAS ARCHEOLOGICAL STEWARDSHIP NETWORK

In order to better cope with this overwhelming task, the OSA created the Texas Archeological Stewardship Network (TASN) in 1983. The network is currently made up of 46 avocational archeologists who volunteer their time and efforts. These men and women, who live across the state, act as

extensions of the OSA. They distribute educational materials and offer slide shows and lectures to school and civic groups. TASN members also record archeological sites, monitor known sites, document private artifact collections, and assist professional archeologists with site investigations. Stewards also assist the OSA by advising landowners about the methods available for protecting historic and prehistoric sites on their land. In brief, our stewards assist us with the personal contact so desperately needed to effectively educate the public about archeology and archeological preservation.

The effectiveness of the Stewardship Network is easily demonstrated in the tabulation of activities for 1990 when there were only 38 Stewards:

— 550 sites were recorded

— 896 sites were monitored

— 2 State Archeological Landmarks were designated

— 118 artifact collections were documented

— 11 artifact collections were placed in permanent repositories

— 211 lectures were given to 9,382 people

— 14,338 pieces of literature were distributed

With this network of qualified volunteers, the OSA could show in explicit terms, how taxpayer dollars could be maximized. Evidently, state legislators like to see this happen, because funding was increased sufficiently to allow the hiring of a full-time coordinator to manage the Stewardship Network.

WHICH PUBLIC?

In planning an effective public outreach program, it is important to distinguish between the various "public audiences". There is no one educational program or one informational brochure than can possibly meet all the needs of each segment of the public. What is effective with children will be too simplistic for the adult public. The landowner should be provided with specific details about archeological preservation on private land, while the avocational archeologist is more interested in the methods and results of archeological research.

Identification of the audience is the first step in the development of a public-outreach program. With this accomplished, it is then possible to tailor educational materials and activities for each "public".

Adult Public

For the adult public, the THC/OSA created the *You are the Guardian of the Past* brochure. It is an illustrated one-color brochure for general distribution, with brief sections on the archeological heritage of Texas, the problem of site vandalism, archeological site protection, and sources of information and help — all packed into eight pages. We are currently in our fourth edition of the second printing, and have distributed approximately 36,000 copies free of charge.

Since the OSAs *Legacy in Pieces* brochure was first made available in the fall of 1983, approximately 40,000 copies have been distributed. This brochure has an eye-catching full-color format and was designed to inform landowners about the preservation options open to them in Texas. The brochure describes the benefits of the State Archeological Landmark designation, a special status granted by the Texas Antiquities Committee that provides protection under the State Antiquities Code.

When working with landowners, we also provide them with handouts detailing other preservation options including conservation easements, which may be granted to an appropriate public agency, institution, or nonprofit organization. Outright donation of sites is yet another way landowners can ensure that there is a past for future researchers to study.

Young People

What is the legacy we will leave our children? Will there be an archeological past for them to study and appreciate? Today's youth are tomorrow's landowners, policy makers, business leaders -- how will they view our archeological heritage? Will they be the future pothunters and looters of burials? Or, will they be the property owners who jealously guard the irreplaceable archeological resources on their land?

It is therefore vital that we educate our young people. Although the results of today's outreach efforts won't really be quantifiable until some future date, it is important that we invest our time, efforts, talents, and resources toward this end. The OSA recognized this need, and developed the *Living with the Texas Past* series for young readers. It was decided to aim the series at the 7th-grade level, as it is in the 7th-grade that Texas history appears in the mandated curriculum. However, we need, and could effectively use, materials for younger ages, especially the 4th-grade level.

The Indian Years booklet describes Texas' prehistory, with brief sections about the unique archeological remains in the major regions of the state. *The Years of Exploration* focuses upon the Contact period, with sections devoted to the European explorers of the 16th and 17th centuries, as well as the lifeways of Texas Indian groups of the time. Both booklets contain "Think About It" chapters describing the archeological process of investigation and analysis. A list of recommended readings and audiovisuals is also included.

Large numbers of both booklets were printed with the assistance of grants from the National Park Service, the Texas Archeological Foundation, and various private donations. Large print runs are desirable for the obvious reason that an adequate supply be available for distribution, and the often ignored reason of low unit cost. Having an adequate supply of publications is of little benefit if the purchase cost is prohibitive. This is why the *Living with the Texas Past* booklets are priced to be very affordable at $2.50 and $4.00, respectively.

A few more cautionary notes should also be mentioned at this point. When the decision is made to produce educational materials, remember that the materials must be distributed. Be sure there is sufficient staff to process orders, and that the packaging and postage costs involved are covered with postage and handling charges.

Furthermore, writing for the adult public is quite different from writing for the young reader, and both are worlds apart from writing for the archeological community. It is not an easy task to find people who have an understanding of the discipline of archeology and can write for specialized audiences. Archeologists are not necessarily the best people to undertake these tasks, and it may be necessary to hire specialists.

Educators

Another important segment of the public are our school teachers. To address the need for clearly stated summaries of Texas archeology and recommended classroom activities, a teach resource book, *Clues from the Past* was developed and produced by the Texas Archeological Society (TAS) and has been available since 1990.

Production of *Clues from the Past* was a collaborative effort. Avocational and professional archeologists contributed text, illustrations, reviews and comments to the project. The result is not a "how to dig"

guide for teachers, but is instead a carefully organized resource book that concentrates on the entire process that is archeology. It includes summaries of prehistoric and historic Texas cultures and provides a number of suggested classroom activities for various grade levels. The archeological preservation message is also woven throughout *"Clues"*.

Another method employed in Texas to encourage teachers to bring archeology into the classroom is also offered by the Texas Archeological Society (TAS). Teachers who attend the annual summer TAS Field School are eligible for career ladder credit. To obtain credit, teachers are required to be in attendance for a specified period of time. During their stay, their progress is tracked, and they must participate in field work, lab work, attend special afternoon programs, and complete all the necessary paperwork. Here again, the aim is not to teach teachers how to dig, but to expose them to the reasons why we dig, and more importantly, what happens after the field work is completed. The program has grown from a handful of participants to nearly 70 teachers at the 1991 Field School.

Avocationals

The TAS Field School is also an excellent vehicle for those individuals who want "hands-on" experience while making a contribution to our understanding of the Texas past. Each June, TAS members assemble at a selected location to excavate or survey alongside professional and experienced avocational archeologists for one week. Priority is given to sites in imminent danger. Proper field and lab techniques are taught at the TAS Field School, which is directed by a professional archeologist and closely supervised through a "chain of command". People of all ages and levels of experience may participate, and larger numbers of Texans with an avocational interest in archeology are choosing to spend their vacations in this manner — we had 600 people at the 1991 Field School!

Texas Historical Commission staff archeologists work closely with the society, often assisting as supervisors at the annual TAS Field School. Staffers also urge interested citizens to join the TAS, and distribute hundreds of membership brochures each year. Membership in the society is open to all who have an interest in Texas archeology and who wish to preserve the heritage of the past. Members of the TAS receive a quarterly newsletter and journal with interesting articles about archeological research in Texas. The Texas Archeological Society was created in 1929 and now has nearly 1600 members.

In addition to TAS, there are also several local and regional archeological societies across the state that provide educational and field opportunities for the avocational archeologist.

Historic Preservation Community

There is yet another public — historic preservationists — that should be mentioned. We believe it is important to cultivate alliances with historic preservation groups because they already have an appreciation for the need to preserve the past, and they often posses special talents and knowledge that can be applied to the preservation of the archeological past.

The OSA makes an effort to encourage "archeology awareness" among historic preservation groups in Texas through the THC's Distinguished Service Award program. Organizations such as county historical commissions and societies are given a list of suggested activities ranging from placement of recommended books in public libraries to conducting oral history interviews with local residents to obtain information about known historic and prehistoric sites. Successful completion of approved activities is rewarded with a Distinguished Service Award certificate, which is presented at the Texas Historical Commission's Annual Preservation Conference.

Yet, in spite of all these programs and materials, we in Texas came to realize that we needed to do even more. Clearly, the loss of significant sites will continue unabated unless there is an understanding of what this loss means to Texans of today and tomorrow. This is why Texas Archeology Awareness Week (TAAW) was created in 1989 by the TAS along with a coalition of groups including the THC, Texas Archeological Research Laboratory (at the University of Texas in Austin), Archaeological Conservancy, and others concerned about the preservation of our state's archeological heritage.

TAAW is observed each April to celebrate the uniqueness and richness of Texas archeology. Local groups and institutions are encouraged to sponsor special events during the specified week. Museums from El Paso to Houston display archeological exhibits and sponsor special talks and presentations.

Excavations are sometimes open for public inspection during the TAAW, to the delight of young and old. Modern craftsman demonstrate ancient pottery techniques to recreate vessels similar to those used in prehistoric times, and flint knappers chip stone to replicate tools used by early hunters and gatherers. The TAAW demonstrations have shown how fiber can be removed from the leaves from the sotol plant, and how natural pigments are ground and mixed to produce paints similar to those used by prehistoric artists.

Truly, each TAAW we have celebrated in Texas has been a success. We have been able to obtain an official proclamation from the Governor of Texas for each year.

However, we are facing our share of problems. The primary concern is funding. The costs of printing and distributing information packets, mini-posters, and bookmarks continue to grow with increasing demands. Currently, each TAAW sponsor contributes money, materials, or services. This year marks the first time that we have sought grants to support TAAW, and although we have received some support, it is far from what is needed.

A second concern (related to the problem of funding) is the lack of a single coordinating center. Sponsor representatives serve on a coordinating committee, which meets periodically to discuss plans for the upcoming year. Then, the various tasks are assigned to various sponsors. As a result, it is difficult for interested individuals to call one phone number or send one inquiry to obtain all the available information about the Speakers Bureau, scheduled events, order materials, etc.

Third, the TAAW Committee is totally reliant upon local groups and individuals to plan and schedule events for this week. Because this is the case, we often do not hear about the events until just prior to, or after TAAW has taken place. This creates quite a challenge (and a large phone bill) for those who are responsible for promoting TAAW. It also poses a problem for those members of the TAAW Committee who field the calls from individuals who want to know what is happening in their area.

There is no doubt that Texans are interested in, and want to learn more about Texas archeology. Each year, more packets, book marks, posters, and brochures are distributed during TAAW. However, there is a real need to develop even more educational materials for the broad spectrum of "publics" we aim to reach during TAAW, and throughout the year.

CONCLUSION

If we are to prevent the wholesale loss of significant archeological sites in our respective states, we must first recognize, and then tailor specific messages to the various publics in our states and regions.

Furthermore, as we have learned in Texas, professional and avocational archeologists must work together if we are to be successful in this endeavor. We have found that there are many talented and energetic people in the avocational community, and considering the enormity of the challenge, we need as much talent and energy as we can muster. We must not allow the sun to set on our archeological heritage!

PUBLIC ARCHAEOLOGY AND EDUCATION PROGRAMS IN WYOMING

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ABSTRACT

Avocational archaeologists and other interested members of the public have had a major influence on the course of Wyoming archaeology for several decades. In fact, professional archaeology in the state largely developed through a strong linkage with these interest groups. Consequently, the relationship between the public and professional community has fostered several types of educational programs and produced numerous opportunities for public involvement in archaeological research.

INTRODUCTION

The Office of the Wyoming State Archaeologist was established by statute in 1967. Today it is organized into two sections; one of which contains two individuals funded by the Legislature to conduct research and disseminate results to the public. This is an extremely small staff for a state the geographic size and geopolitical complexity of Wyoming, so public archaeology efforts necessarily involve a variety of other sponsors and agencies. The University of Wyoming, Wyoming State Historic Preservation Office (SHPO), State Department of Commerce, junior colleges, federal agencies, and professional and avocational groups all have contributed to various programs. In many cases, these groups have pooled their efforts to produce more successful programs. Some of these activities are discussed here.

FIELD AND LABORATORY OPPORTUNITIES

Public archaeology must be integrated into a hierarchical model of organization, beginning with research, followed by education, and leading to public outreach. This sequence is a logical progression for conducting archaeology. Research is needed to define and understand the subject matter.

This knowledge is prerequisite to teaching anyone about the archaeological record. Once the educational value is developed, archaeologists are better equipped to formulate innovative ways to extend knowledge into a variety of public sectors and in a variety of ways.

In Wyoming, we have experimented with several techniques. A primary effort has been to work closely with the Wyoming Archaeological Society (WAS), an avocational group formed in the 1950s, and largely responsible for the lobbying effort to bring state supported professional archaeology to Wyoming. Our efforts with WAS can be broken down into four categories: Annual Spring Meeting, Summer Site Investigations, Fall Workshop, and Publication Service.

Annual Spring Meeting

Each year the State Archaeologist's office coordinates with the Executive Committee of WAS to schedule the Spring Meeting wherein we organize 5-10 student

papers for a symposium and invite a nationally known archaeologist to be a banquet speaker. Past speakers include Old World archaeologists such as Art Jelinek and Olga Soffer, and New World researchers such as Richard Morlan, and our own George Frison.

Summer Site Investigations

Summer meetings are scheduled on archaeological sites where field investigations are underway. This provides Society members with an opportunity to participate in the excavation and share experiences with a professional staff. Such meetings have been held at historic sites like South Pass City, prehistoric sites like the McKean type site, and at major regional projects like one currently underway at Pine Bluffs (e.g., Reher 1992).

Both the University and State Archaeologist's office have coordinated various summer meetings, and volunteer participation has extended into other activities at different times of the year. Such participation has enhanced the research potential of several state historic sites such as South Pass City and Fort Fred Steele, while encouraging public participation in archaeology.

The Wyoming Association of Professional Archaeologists (WAPA) has not been around as long as WAS, but it also is actively involved in relevant programs. Organized in 1979, WAPA has sponsored workshops on lithic procurement and field visits at a timber lodge.

Even public visitation without direct participation can account for thousands of visitors at easily accessible sites, like the Casper PaleoIndian Bison Kill during investigations in the 1970s (Frison 1974). Wyoming's state owned archaeological site, Medicine Lodge Creek, became such largely through professional and avocational promotion, and development of the archaeological research potential. WAS has expanded their commitment to summer get together by co-sponsoring Atlatl contests; first held in Saratoga and later in Casper.

Fall Workshops

Fall Workshops are held in Laramie and consist of invited participants who share their knowledge with the avocationals in attendance. Each year we focus on a different topic relevant to Wyoming. Past subjects include archaeological methods and techniques, historic archaeology, lithic analysis, and a round-table discussion on public archaeology. The day provides professionals and avocationals a chance to get acquainted and discuss new discoveries that may lead to future research opportunities.

Publications

One of our most important public archaeology programs is through editorial and financial assistance for the publication of the WAS journal, *The Wyoming Archaeologist*. This journal contains articles by professionals and avocationals, and also serves as an outlet for student research.

Volunteer Programs

Many agencies have become involved in various volunteer programs which have successfully enhanced public opportunities in archaeology. The Forest Service is a good example where almost the entire crew during a recent testing program, under professional supervision, consisted of public volunteers.

Programs at various junior colleges in Wyoming also have active volunteer projects and the number of volunteers has been beyond expectations. The Bureau of Land Management has begun a program of videotaping important excavations to expand their public outreach effort.

EDUCATION

Archaeological findings can be brought to the interested public in a variety of ways. We have developed general slide shows for diverse audiences. One of the first groups we educate are fourth grade classes where Wyoming history is a primary component of the curriculum. Our efforts are helping to expand the chronological focus back 11,000 years. We also have taught introductory archaeology and Northwestern Plains Prehistory through the University extension program in several communities across the state. Courses on site specific research and laboratory handling of artifacts have been presented at junior colleges through adult continuing education programs. A good example is the field and laboratory work at a protohistoric campsite on the outskirts of Casper, Wyoming. Here students were able to excavate the site and take follow-up course work on laboratory analysis at Casper College.

Another ideal outlet for education programs is through sponsorship by the Wyoming Council for the Humanities (WCH). With their support, we have been able to place archaeologists on their statewide Speaker's Bureau, use grants for site investigations, and promote archaeology as humanities scholars on other projects. Rock art research (Francis 1991), for example, has recently received increased public attention in part through Humanities Council support.

We also have helped write WCH guidelines for reviewing archaeological grant applications to help ensure that applicants do not overlook the need for proper data recovery, analysis, and reporting.

FUNDING

Archaeological education is no different than any other undertaking, it needs financing to be successful. Even volunteer programs require a funding base for organization and supervision. In Wyoming, funding has come in fits and spurts from numerous directions, but there is no permanent source of adequate support.

The general fund in the State Archaeologist's office covers expenses for publication of *The Wyoming Archaeologist*. The Society itself has a small budget and uses some of it to provide scholarships to students in anthropology at the University of Wyoming. In turn, these students reciprocate by developing slide presentations of their research and presenting programs at spring meetings, or publishing results in the Society's journal.

The Wyoming Archaeological Support Fund was recently set up through the University. Financed by private endowment, this money provides small grants to archaeological chapters working on a variety of projects under professional supervision. Grants may aid field work, museum preparation, laboratory analysis, reporting, and other undertakings.

City and Local Government funding through the Wyoming SHPO occasionally has benefited field archaeology efforts. Public volunteers have helped during research and the products of this research have been disseminated through brochures and formal programs. Some recent examples are Calpet Rockshelter (brochure), and investigations at Fort Bonneville. Friends groups, such as the Fort Phil Kearny/Bozeman Trail Association, have supported investigations like Richard Fox's recent work at Fort Phil Kearny.

The Wyoming Archaeological Foundation operates as a nonprofit corporation with a board of directors elected from the ranks of the Wyoming Archaeological Society. A member of the teaching faculty at the University and the State Archaeologist serve as ex-officio members on the board. Through the years, this Foundation has helped fund numerous emergency investigations and also has provided for volunteer participation.

Most recently, the Foundation purchased the Hell Gap site near Guernsey, Wyoming in an effort to provide for long term protection, continued research, and possible interpretative development. WAS members from southeastern Wyoming have given much of their time in helping coordinate site maintenance and protection.

The Pine Bluffs High Plains Archaeology Project, directed by Charles Reher of the University of Wyoming, is evolving into a long term program (Reher 1992). Initially funded by a National Science Foundation EPSCoR grant, research into the prehistory and history of southeastern Wyoming is beginning to receive community tax base support. Evidence derived from field research is interpreted in a laboratory in the community and on display in a museum. Research results also are available through public programs. A similar approach is being assessed for the Vore Bison Kill in northeastern Wyoming through a feasibility grant supplied by the Wyoming Legislature.

PROMOTIONAL EFFORTS

Statewide promotional efforts for Wyoming Archaeology are still largely in their infancy. In fact, we are proceeding cautiously in this area for a reason. The political pressures of economic development can easily obscure the importance of protecting and properly researching archaeological resources. Consequently, we hurt our cause if we do not predicate promotional efforts with an explicit caveat that these are nonrenewable resources that benefit the public best if they are studied in a scientific manner.

In 1990, we issued a Wyoming Archaeology poster as an initial promotional effort. Fifteen hundred copies of the "Clovis to Cowboy" poster were circulated as part of Wyoming's Centennial celebration.

The interest and demand were enormous. This year we have more than sextupled our production and prepared a poster showcasing the Vore site in northeastern Wyoming. This release is intended, in part, to inaugurate our first attempt at a Wyoming Archaeology Week scheduled for April of 1992. Funding and sponsorship of these posters comes from the diverse professional, regulatory and avocational organizations who are involved with archaeology in Wyoming.

Our experiment with an archaeology week is in its embryonic stages. We do not know if it will be successful or not. However, our goal is to directly involve communities and encourage them to conduct one or more activities that promote the research and educational potential of Wyoming archaeology. We have appointed regional coordinators who will consult with communities and with a state level oversight committee. Hopefully this approach will ensure more grassroots support than would an effort conducted by a single organization operating out of one community. We will have a Governor's proclamation, seminars, class programs, archaeological fairs with flint knapping, museum exhibits, and, hopefully, increased membership in WAS and participation in summer volunteer projects. Our brochure currently lists 20 communities involved in 60 events.

AWARDS

In spite of all these activities, public archaeology would not be complete without a means of recognizing individual achievements and major contributions. The Wyoming Association of Professional Archaeologists has sponsored a service award for the past several years. It is a plaque presented to individuals in recognition of outstanding and enduring contributions to Wyoming Archaeology. Five awards have been given, two to professional archaeologists, and three to avocationals.

Most recently, we have worked with the Governor of Wyoming to present an outstanding lifetime achievement award to worthy citizens. The first presentation was to Henry Jensen of Lysite, Wyoming. Henry is a past president of the WAS and

the Wyoming State Historical Society. During the Nation's bicentennial, he was able to secure two original paintings of Fort Fred Steele from a New York Art Gallery. The art work had been done by Col. Phillip de Trobriand, post commander in 1872 and 1873 (Miller and Wedel 1991). These paintings have been a valuable source for public interpretation and archaeological research at the site. Henry is 83 years old, and epitomizes the depth of character and commitment ingrained in many avocationals in rural areas of our state.

PROBLEMS

Perhaps the greatest problem or drawback in public archaeology in Wyoming is that it is not a fully funded state program. We do what we can with the resources we have, and constantly try to increase and diversify support. Public archaeology should be a formal and explicit part of the state's budget if we are going to continue to promote state historic sites, museums, and public education. At the same time, we need to hire more people with academic and job related experience in archaeology into high level superintendent positions on state managed archaeological and historic sites. Tourism is evolving toward feeding intellectual curiosity at historic sites, and beyond the more traditional parameters of recreational parks. It is important that we do not lose the momentum we have gained in recent years.

CONCLUSION

Past efforts to promote archaeology in the State of Wyoming have been largely handled by the Office of the Wyoming State Archaeologist, the University of Wyoming Department of Anthropology, and the Wyoming Archaeological Society.

Presently, many federal and state agencies are becoming more involved in public education. With their additional support, we expect a heightened awareness of the state's cultural resource. This year's Wyoming Archaeology Week should be an excellent precedent for interagency cooperation in public archaeology.

Our efforts must proceed with caution and not compromise the resources. We must take into account the research and educational value of cultural resources prior to initiating public projects. And we must nurture the relationship between professional and avocational archaeologists, a relationship based on mutual respect and support (Frison 1984:193). With increased public awareness and sensitivity to the archaeological record, we hope that Wyoming's efforts gain greater recognition and financial support.

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LEARNING FROM THE PAST: THE EDUCATION PROGRAMS OF THE SASKATCHEWAN ARCHAEOLOGICAL SOCIETY

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Saskatchewan Archaeological Society

ABSTRACT

The Province of Saskatchewan, by dint of two key factors, a populace with a long-time, high level of volunteerism, and core funding provided in recent years by lotteries revenues, enjoys a very active archaeological community dedicated to public archaeological education. This paper presents a thumbnail sketch of public archaeology in Saskatchewan. It focuses especially on the role, programs, and activities of the Saskatchewan Archaeological Society (SAS), a body comprised of both amateur and professional archaeologists. The SAS has an annual budget of $157,0000, and a staff equivalent of 1 and 1/3 full time positions. The SAS programs and activities include: regular and special publications, a week-long field school, Regional Archaeology Volunteers Program, touring programs, member funding grants, and an "archaeological games and crafts festival". In the fall of 1990 we launched Canada's first amateur archaeologist certification program, and in June of this year staged the country's first provincial Archaeology Week. Recent changes to the Grades 4 and 9 social studies curricula have resulted in a greatly increased demand from the education system for school visits and curriculum- and user-friendly education kits.

INTRODUCTION

While the Dirty Thirties exposed uncounted archaeological sites and artifacts to hundreds, if not thousands, of collectors in Saskatchewan, documentation of such remains in a scientific manner has involved only a tiny proportion of the once intact and still substantial aboriginal material heritage of the province. Scientific survey, excavation and identification of archaeological cultures date essentially from Boyd Wettlaufer's survey of collections in 1950, and from Wettlaufer's involvement in the Mortlach (1954) and Long Creek (1957) site excavations (the latter with William Mayer-Oakes).

Single positions in government and at the University of Saskatchewan were established in the early 1960s, ushering in the modern era for Saskatchewan archaeology. At present there are about two dozen people able to put bread — and beer — on their tables by actually being paid for doing archaeology in the province. Most of this more-or-less gainful employment is derived from environmental impact assessment related work, and problem oriented research work has mostly fallen by the wayside.

Given such economic and logistical realities (too little money, too large a geographic area — about 652,000 sq km,

populated by less than a million people — and too many sites under threat from erosion and land-altering practices like agriculture), it is clear that Saskatchewan needs more archaeologists. Given the fact that funding for archaeology is too often regarded as a "frill" by governments and others, it is clear that more interested and involved responsible *amateur* archaeologists are needed, to try to keep pace with documentation, monitoring and site and artifact preservation needs. In fact, without the lobbying accomplished over the past half-century by organized amateur-led societies, it is doubtful if many of the various accomplishments such as positions in government and universities, legislation and the development of a professional archaeological infrastructure, would have been achieved.

Two key developments in Saskatchewan archaeology have been the establishment of local societies such as the Saskatoon Archaeological Society in 1935, and the province-wide Saskatchewan Archaeological Society (SAS) in 1963. The SAS comprises a body of both amateur and professional archaeologists (95% and 5% of the 600 membership total, respectively) who are the persons most actively involved in all archaeological matters in the Province of Saskatchewan. This body of people possesses, both collectively and individually, a great many person-years of experience in all aspects of archaeology, making the SAS, by general reputation, one of the two or three most active archaeological associations in the country and, indeed, one of the most active on the continent.

The Saskatchewan Archaeological Society has public responsibility as the voice of archaeology in the province. In addition to specific goals and roles in active archaeological research, and in presentation, the SAS is heavily oriented towards education of both its members as avocational and professional archaeologists, and of the general public as responsible caretakers and thoughtful, informed advocates for our archaeological heritage. We also attempt, periodically, to educate our political leaders.

Our province-wide membership of 600 has shown a dramatic 55% increase over the last four years, demonstrating the effects of our hiring archaeological and education professionals to support our volunteer efforts. We have a local chapter system with nine chapters, one of which, the professional archaeologists, is not geographically based. We are the second largest provincial archaeological society in Canada (next to Ontario's 800 members) and thanks, in large part, to our education program we are probably the fastest growing.

We currently have a budget of $157,000 with approximately $120,000 of this from the Saskatchewan Lotteries Trust Fund for Sport, Culture and Recreation, as one of 30 designated Provincial Cultural Organizations. This rather unique access to funding has allowed us to expand our activities and influence on behalf of archaeology, and we consider our mandate very clearly to serve all citizens of Saskatchewan, rather than just our own members or the minority of the population which is informed about archaeology.

Although it is difficult to isolate and categorize some of our programs as "educational", from among our many areas of activity, we do have some obvious and successful "public education" programs. Some of these are fairly formal education programs while others involve indirect ways of educating about archaeology and its conservation needs.

In analyzing our target audiences for educational programming, four groups emerge: (a) amateur or avocational archaeologists, (b) the general public, (c) the school-aged public, and (d) an academic and professional audience.

Archaeology is currently benefiting from the conservation issues before the public as well as a strong interest in aboriginal culture and history. These

concerns involve a widespread interest in learning more about the human past and protecting it. People involved in environmental education in and out of schools and in park planning and interpretation are asking for insightful, pedagogically exciting and effective hands-on learning activities. What do archaeologists have to offer?

Our various programs and activities are designed to serve these audiences, using different strategies for each.

EDUCATION RELATED PROGRAMS

The Regional Archaeology Volunteers Program

In 1984, we began the Regional Archaeology Volunteers (RAV) program, which is a network of 13 individuals placed across southern Saskatchewan, who generally act as liaisons between their communities and the Society and Province to obtain site information and deliver educational services.

Initially, this program was a cooperative effort by our Society and the underfunded Archaeological Resource Management Section of the province's Department of Culture. The initial budget of $10,000 from a Department heritage grant allocated $5,000 for a coordinator, and $5,000 for materials and meeting expenses. The program evolved into a more comprehensive educational program than was first envisioned, with the funding now coming in total from the Society. There is a committee in charge, a part-time coordinator, and 13 RAVs — one of which is a roving RAV who is available in areas where there is no other such resource. The attachment to the government was removed at the end of the first year, and the RAVs are now responsible to the SAS alone.

The RAVs are looked upon as agents of the SAS, to serve in particular education and conservation goals. Their duties include encouraging local interest in archaeology and archaeological matters, disseminating information through public talks and individual consultation, aiding professional archaeologists in the field, and actively participating in SAS events. Each RAV's main activities are determined by their own special area of interest or expertise.

The RAVs are issued with a package of support materials, including an RAV handbook, minor pieces of equipment, and the inevitable blank site recording forms. They also have a $400.00 allotment for reimbursable expenses, which helps cover at least the cost of gasoline. In addition, prepackaged slides, talks, videos, and visual support materials such as our new teaching kits are available on loan from the SAS office.

One point which has been kept to the forefront in planning and implementing this program has been the need to make the RAVs, and all other SAS volunteers, feel recognized as essential and valued. This is accomplished through continued contact, stated appreciation of their contributions, and an attempt to help each volunteer satisfy his or her personal needs.

Certification Program

Many organizations, in both the professional and the volunteer sector, have expressed a need to provide for specific formal training for individuals as a way of ensuring that such trained people will be available to carry out high quality work in the area in question. The SAS has developed such a program to provide its members with a means of improving their archaeological knowledge and technical skills.

The SAS initiative, launched in 1990, is the first of its kind in Canada. The Arkansas and New Mexico programs in particular have provided models and goals which we have followed very closely. Although we were able to observe some of the American models for avocational certification, there are differences between

the Canadian and American contexts in terms of legislative mandate and support, and prevailing conditions affecting archaeological resources. These differences, and other reasons, required us to develop a program uniquely suited to our own context, while observing and borrowing from successful practices in the United States.

The program is not meant to duplicate educational opportunities already available in Saskatchewan universities. It is intended for the individual who has a strong interest in archaeology but does not intend to become a professional. The seminars and workshops provided are comprised chiefly of technical training with some exposure to archaeological theory as well as method. Individuals achieving certification should possess real skills in archaeological conservation, skills that are sorely needed in a context of steady loss of Saskatchewan's archaeological sites, artifacts and records. At this point, the Certification Program will have no bearing on the processing of archaeological permit applications that are required by the provincial government for all archaeological research. However, the program may eventually receive some form of official recognition by the Heritage Branch.

The program will be of interest to amateurs who want to develop their skills and knowledge for their own personal interest and who want to see that competency measured against a graduated set of specific goals for a sense of personal accomplishment.

A second group of participants will be professional archaeologists or students who want to improve their practical knowledge about certain technical specialties.

The program should increase the quality and, importantly, the quantity of archaeological work done in Saskatchewan. The people taking the training are the same individuals who compose a large percentage of the archaeological field and laboratory crews and volunteers in the province.

The Certification Program should greatly expand the effectiveness of the SAS's public education efforts. Seminars may attract members of the public who might otherwise not become involved with an archaeology society. Those who receive training from the program will feel more confident about talking to community and school groups and will be perceived as knowledgeable. The SAS will also have more speakers on which to draw in response to the growing number of speaker requests we receive each year from the public and from the schools.

The SAS Archaeological Certification Program will eventually be composed of 16 certificate categories attempting to cover not only surveying, excavation, and laboratory work but also education and conservation. We have begun with the first two and will add the others as resources permit.

Exams will be used for evaluation of seminar participants and as a tool for evaluating applications for waivers. In order to become certified in a particular category, a participant would be required to complete specific seminars and practical work experience. The certificates will have a provisional and an advanced level, with the holder of three specified advanced certificates being designated a "Certified Technician" or a "Certified Field Archaeologist". An "Archaeological Educator" recognizes individuals who are trained in educating the public about archaeology, and "Archaeology Field Curator" recognizes an individual trained in protecting archaeological sites in a specific area of the province.

Beginning in 1979 the SAS has delivered a number of workshops and seminars on specific topics, designed to

increase the knowledge base and level of certain skills pertinent to archaeology, such as field recording techniques and pottery, lithics and faunal analysis. Retroactive credit will be given for long-time members who completed these activities. New workshops will be developed around the content (sections) of the certification program seminars.

Archaeological Games and Crafts Festivals

An effective way to educate about archaeology is to let people try it in a controlled context through short term involvement in actual excavations, under professional supervision. Such programs and activities have been used to advantage in both the U.S.A. and Canada, but these continue to involve only a small number of people. Archaeologists need to reach thousands more, and to do so off-site. A more informed public is most likely to be supportive and more likely to actively demand better treatment of archaeological resources.

In 1990, the SAS was asked to participate in a cultural and arts festival adjunct to the Jeux Canada Games. We developed an "Archaeological Games and Crafts Festival" for presentation on a Saturday and Sunday in August.

We chose to recreate various games and crafts from the past. We displayed them and permitted involvement from the public in trying their hand at those activities. A flint knapping demonstrator encouraged people to try the craft themselves. A stew of beef was cooked in a hide-lined hole sunk in the earth, heated by dropping hot rocks into the water. The stew smelled dreadful and looked even worse, and not one observer would sample it! Spectators, perhaps considering the alternative before them, were much more adventuresome in sampling, in good faith, the completely untried, raw Indian breadroot portions they were offered.

The most popular event with many was the testing of hunting skills by using the atlatl. Children — and adults, too — loved throwing spears with the aid of an atlatl. Our bison, painted on a barn door sized frame, was backed by hay bales to the size of a granary. Still we missed the mark here and one young girl speared a power pole well above the target area. This was fortunate because the dart was preventing from impaling a passing vehicle on the adjacent freeway! We reproduced ancient pottery on site, and fired pieces prepared and dried beforehand, thereby inventing a new artifact — "potcorn" — as we were unable to properly prepare our pots and they exploded one by one during the firing process, delighting our audience. With reference to our authentic fire, we must note that one of our members has a buffalo ranch and is always there to help us when the "chips are down".

Our demonstration of firemaking with the much-touted two-sticks-and-a-bow method was a fiasco, due to our own inexperience. Not to worry, though, because we were cleverly able to draw attention to the high levels of skill and knowledge of prehistoric native people. Nevertheless it left us at the time the butt of many jokes, and we continue to enjoy plenty of free and unsolicited advice at other such demonstrations — Sample: "Use a lighter!".

During the first Festival passersby helped peck out the image of a human hand on a dolomite rock. This "petroglyph" now adorns our office walkway. We have since added another rock with a foot track and are thus able to amuse the children of our board members who are put to good work deepening these designs while their parents debate budget cuts.

The entire event was extremely successful. The SAS made the local and provincial news and the film clip was used to good effect in budget submissions. We gained new members and renewed the interest of current ones. Much heat now is

generated (but not always a flame) from backyards across Saskatchewan as people warm up for the fire contest, aspiring to obtain one of our certificates of participation declaring those who participate in one or more of our Festival events as an Honourary Prehistoric Person. A few more members have developed flint knapping skills and a talented Manitoba member has begun producing and firing beautiful replicas of prehistoric pottery in different authentic styles which we use in our teaching kits and in firing and cooking demonstrations.

We have now successfully staged this event three times, beginning in 1989 in conjunction with the Jeux Canada Games cultural/arts festival and Festival Saskatoon arts/theatre festival, and under sponsorship from the federal Access to Archaeology Program, respectively. The model developed has proven very satisfactory, and we hope to be able to reach yet more people each year. Eight separate crafts and skills are presented:

1. fire-making with a bow-drill,

2. pottery manufacture by molding and decorating clay vessel replicas of Saskatchewan archaeological examples,

3. pottery firing in poplar wood and buffalo dung fires,

4. prehistoric cooking methods such as boiling liquids in ceramic vessels directly on a fire, stone-boiling in pots and in an animal hide lining a pit dug in the ground,

5. demonstration and tasting of aboriginal plant foods, especially Indian breadroot, *Psoralea esculenta*,

6. petroglyph-making by using quartzite hammers on a granite or dolomite boulder,

7. flint-knapping, and

8. using an atlatl to throw spears at a buffalo-shaped target.

We use, as far as possible, the same techniques and materials known to have been used or likely to have been used by early historic and prehistoric aboriginal peoples, and are replacing the more modern materials and methods with totally aboriginal ones, as our volunteers' knowledge and skills improve.

As well, we have a tent set up which serves as shelter, as a place for offering refreshments and printed materials on archaeology, and as a display area. The display presents archaeological artifacts and dried specimens of ethnobotanic plants. The displays complement the information and understanding presented in the demonstrations and participation activities by linking experimental archaeology techniques to archaeological and anthropological understanding.

This outdoor event offers a festive atmosphere to our teaching objectives. Our first three presentations of this festival confirmed the success of our strategy of combining entertainment with teaching about past lifeways and generating more respect for the skills and talents aboriginal peoples had to have. Our education activities give the message that the Saskatchewan Archaeological Society exists, and that the earliest human inhabitants of Saskatchewan had superior, complex skills enabling them to survive and thrive in a difficult environment.

The audience for the 1991 festival was different from that of the first two, which took place in August. These festivals drew a general audience of at least 1,800 people each time. The 1991 Festival offered school class tours to interested Grades 4 to 6 Social Studies classes — Grade 4 deals with the native peoples of Saskatchewan. In 1992, we plan to have our event in September on a Sunday, for families, and on Monday and Tuesday for school children. We are beginning to hold mini-festival events around the province as our members, with our support, participate in such events in their own communities.

It cannot be stated too strongly that the development and continuing dedication of skilled volunteers are the sole key to success of such events.

Another point to be made is that this archaeological education technique is non-consumptive of archaeological sites and resources, and does not inadvertently give the impression that digging is the major goal of archaeology.

Field School

Each year, in the last few days of June and the first week of July, we hold two four-day-long sessions at our excavation training school at the Camp Rayner site. The setting used for the past six years is the Saskatchewan 4-H camp on Lake Diefenbaker, a large reservoir created on the South Saskatchewan River. The reservoir was filled in the early 1960s, and soon became an artifact-collector's "Happy Hunting Ground", since it cut into a very large prehistoric occupational site situated on the edge of a sand dune field.

The sand-beach setting was chosen by the 4-H as the site for its provincial residential camp, and the cabins and buildings were built right on top of the archaeological site. This has provided an excellent set of circumstances for us, since we are able to obtain food and lodging in an attractive natural and recreational setting which is in very close proximity to the ongoing excavation area.

Each four day session is restricted to 20 participants, each receiving close supervision and instruction from the Project Director (our Executive Director), a Project Assistant (contracted graduate student), and what we fondly refer to as our "pit bosses", individuals very experienced in excavation, who are each in charge of individual 1 x 2 metre excavation areas.

Annually, about half of the participants are old hands and half are people new to the pleasures of kneeling in a pit for hours, scraping and brushing away great volumes of dirt, and painstakingly recording all scraps and minutiae they encounter. Many profess to really enjoy such (dirty) hands-on activities!

A couple of other educational activities connected with the field school are noteworthy. On July 1 we hold an open house to celebrate Canada's birthday, advertising in the local media, for visitors to see the excavations in progress and to view or participate in the ancient crafts demonstrations. In the past two summers we have had a rather unique opportunity of presenting information on archaeology and providing hands-on involvement in experimental archaeology to some 80 young (12-16 year old) Indian 4-H Camp participants during their camp in August. In 1992 we will be presenting a similar "archaeology at camp" program to Camp Circle O' Friends, a large camp of children whose lives have involved a brush with cancer.

Happily, one of the main Saskatchewan Girl Guides camps is located on the property adjacent to Camp Rayner, and we have given numerous tours and demonstrations to Brownies, Guides, and their leaders over the past five years.

WORKING WITH THE EDUCATION SYSTEM

Archaeology, prehistory, and aboriginal culture are all becoming specific bodies of subject matter and interest in the schools, especially in the Grades 4 and 9 social studies curricula. There are, as yet, few made-in-Canada resource materials on these topics available. Despite continuing cuts to local school board budgets, we are committed to trying to meet growing demand for archaeological information and resource materials, as well as we can. We continue to try to fulfill our broad mandate of assisting all Saskatchewan citizens to enjoy and protect archaeological heritage, by providing low-cost services and resources to the schools. Reaching young people can only benefit archaeology.

Publications, Archaeo-Kits, and Other Resource Materials

The Saskatchewan Archaeological Society has achieved a great deal in terms of producing printed, audio-visual and other learning materials for the public, and it has served as the sole source of publication within the province for professional research papers. We publish a bimonthly newsletter, and an annual journal.

We have available for loan or purchase, a series of 24 videotaped programs produced by Cable Regina on a range of Saskatchewan archaeological phenomena and projects, as well as two taped slide talks which serve as an introduction to Saskatchewan archaeology and to how to get involved with the SAS.

Our most recent special publication is a popular book, *Long Ago Today: The Story of Saskatchewan's Earliest Peoples* — to complement Saskatchewan's new resource based curriculum. This presents an easily read text on archaeology as a science and about the 10,000 year prehistory of Saskatchewan. A special feature is a series of fictional but archaeologically plausible stories of everyday Indian life, comprising the second half of the book. These stories have been conceived as a way of engaging lay readers' imagination to immerse them in the human context of ancient cultures.

In the past few months, largely through the efforts of one of our volunteers, we have prepared four "Archaeo-Kits", sets of actual and replicated artifacts suitable for show-and-tell and hands-on use in classrooms and other settings. These kits are contained in refurbished WW II ammunition boxes and are both sturdy and of a reasonable size for shipping and return by bus express, and for handling in a teaching situation. An attempt has been made to make the kit as user-friendly as possibly by including a set of instructions and a one-page-per-artifact guidebook. These have been a great success already, especially with Grade 9 social studies teachers, and often all four kits are out at the same time. We are planning to make extra copies of the kit to keep up with the demand.

ARCHAEOLOGY WEEK

In 1991, after a peek south of the border into the success of a number of American States in presenting archaeology awareness weeks to highlight archaeology and conservation issues, we organized and presented Canada's first "Archaeology Week." We approached our provincial government and received official recognition and designation of the second week in June, after seeding, and before the children were out of school. We encouraged and supported our chapter members and our RAVs in a series of events across the province, advertising them in a poster and brochures. A total of 20 separate events in 15 centres were held, ranging from talks to tours, museum and shopping mall displays, and mini-games and crafts festivals.

We expect to continue this designation and are planning to request that there be a National Archaeology Day or Week.

TOURS AND TRIPS

For the past 10 years we have had an archaeological bus tour, on the (Canadian) Thanksgiving weekend in October. Participants are given commentary on route and a guided visit to sites, led by expert and knowledgeable people.

The trips have been both within the province and to neighboring States and Provinces. This continues to be a very popular way of learning about both the prehistory and history of a wide region, as well as an opportunity to visit many sites which are not accessible to the general public. As well, the SAS sponsors a more informal, annual summer "car-avan" (drive

your own vehicle) trip to archaeological sites in different corners of the province. Many of the eight Chapters of the SAS have their own summer tour, to sites of interest in their own geographic compass.

FUTURE INITIATIVES

The possibilities for archaeological education, given the current low level of familiarity or appreciation of our worthy endeavors, are of course open-ended. For our part, we feel we recognize signs that the SAS may be over-extending itself in terms of our current and future human and financial resources. All signs point to steady reduction in lotteries funding, connected with the ongoing financial difficulties of the Province. We are doing a great deal and continue to plan new projects and programs which we feel would be beneficial, provided we can secure the resources.

Archaeological Landscapes

Living as we do in what geographers have described as one of the most altered landscapes in the world, we see a strong need for identifying and taking concrete steps to preserve what we are calling *archaeological landscapes*. Keeping in mind the proverbial forest-vs-trees syndrome, we recognize that both land managing agencies and archaeologists are too often wrapped up in the details of particular pieces of land, or sites, or resources, while the broader picture — what is happening to our once original, contiguous heritage landscapes themselves -- is missed.

We hope to be able to initiate a project, with other groups, which would take stock of the extant tracts of original lands with natural and human heritage values and resources, with the goal of protection and preservation of significant ones.

Landowner Involvement

We want to initiate a landowner's recognition and land protection program, even on an informal agreement basis, to focus attention on the special preservation needs of particularly important sites under threat. A well planned campaign of appropriate recognition and agreement can, we feel, have a large educational effect in the communities where such recognition is advertised and similar preservation action encouraged.

Native American Involvement

We have already mentioned our involvement with aboriginal youth in teaching about archaeology. We are currently seeking to develop joint projects with the Indian community which will benefit our members, the native community, and the archaeological sites and artifacts found in Saskatchewan. This includes discussions concerning a major film series on Saskatchewan archaeological sites and artifacts, and their relationship to contemporary Indian people.

Archaeology Camp

We are working toward the development of an "Archaeology Camp" program for Saskatchewan schools, as a sort of logical culmination developing out of our school system, field school, and experiential project programs. The Camp Rayner Site again is ideal for our purposes, especially if we can schedule excavations for times in the year when reservoir draw-down offers suitable areas on the beaches of Diefenbaker Lake for large-scale block excavations (which of course will provide us with areas where we are not unnecessarily disturbing intact deposits).

We have reached a point of development of materials and learning opportunities where we can now offer full-scale teacher workshops to familiarize personnel in the school system with what resources are available, as well as with specific teaching methodologies involving archaeological subject matter. A summer institute for teachers at Camp Rayner is a distinct possibility.

Recruiting Volunteers

Much depends on the continued and expanded role of volunteers, whether they be amateur or professional. The dedication and creativity of current members, as well as our ability to attract new, self-starting members, depends on the SAS's capability to continue to educate its own membership in the areas of organization and management of human resources. This is one of the most difficult factors of all, since most people come to an avocational interest area like archaeology from a sense of strong interest in the subject matter itself, not in the mechanics of an archaeological society, or in the need to organize and deliver educational opportunities to the public at large.

If our Board and committees can continue to create a situation and circumstances where *intellectual stimulation* and *fun* are involved for individuals as they set out to pursue the serious tasks of archaeological resource conservation, management, and education, we will continue to achieve a modest degree of success in respecting our legacy from the past.

THE PUBLIC EDUCATION INITIATIVE AND THE SOCIETY FOR AMERICAN ARCHAEOLOGY

Edward Friedman and Phyllis Messenger

Society for American Archaeology
Committee on Public Education

INTRODUCTION

The Society for American Archaeology's (SAA) Committee on Public Education, was established by the SAA Executive Board at the 1990 annual meeting in Las Vegas. The Committee's goals, simply stated, are to inform the public about archaeology and archaeologists, and through this effort reduce destruction of heritage resources.

The importance of public education as the most effective long-range solution to the problem of site destruction was an overriding conclusion of each working group of the May 1989, Taos Conference of the SAA's *Save the Past for the Future* project. *Actions for the '90s*, the executive summary of the project, lists among its seven major findings that "Information must reach the public," and "Education and training must be improved."

A positive message about what we can learn about other cultures and ourselves from careful archaeological research, as well as about why we should care about preservation of cultural heritage, must be conveyed in a targeted way to a variety of special interest groups, from school children to collectors.

Those of us who study culture history through archaeology have a responsibility to share information about our findings and our methods. We must not appear to shut the majority of the population out of the process with the inferred negative message, "Don't touch -- archaeological resources must be protected for the professional archaeologists." Rather, we must empower the natural curiosity of children and adults to learn about and preserve things past and different, yet connected. We want to foster a better understanding of why research is important. We need to convey the nonrenewable nature of the resources, while exploring ways to allow greater enjoyment by everyone. We want to contribute to fostering respect for one's own cultural heritage, and for the heritage of others.

ACTION PLAN

In establishing the Committee, the Board enthusiastically endorsed the action plan written by the Interim Task Force on Public Education and recommended the Committee focus its attention on several specific action items. The Board suggested that efforts already begun under the leadership of the Task Force be continued:

1. The teachers workshop, "Archaeology in the Classroom," should be offered regularly at SAA annual meetings. This workshop has become an integral part of the Committee's effort. Additionally, a new workshop designed primarily for archaeologists will become part of the offerings. This workshop, entitled *Strategies for Effective Communications*, will concentrate on providing some insight into the dynamics of various audiences an archaeologist might be addressing.

2. The Inter-Society Work Group on Public Education, brought together representatives of several professional societies at the Society for Historical Archaeology's (SHA) meeting in Tucson and then SAA's Las Vegas meetings should continue, with the goal of developing cooperative ventures. After several meetings, the Work Group has identified two action items that could be worked on jointly.

THE EDUCATION RESOURCE FORUM

In terms of new initiatives, the Board requested that a public session and a display of educational materials be in place for the annual meeting in New Orleans, Louisiana. According to the Public Education Action Plan:

— The SAA should offer evening and weekend sessions to encourage timely dissemination of archaeological information to the public as well as encourage interaction between archaeologists and the public.

The first public session at the 1991 meeting in New Orleans, Louisiana, featured Charles McGimsey as moderator, with presentations by Jerry Milanich, *Spaniards and Native Peoples in the Southeast United States*, Glenn Doran, *The Windover Site: 8,000 Year Old Preserved Burial from Florida*, and Chris Goodwin, *The Prehistory of Louisiana*.

The 1992 program at Pittsburgh, Pennsylvania, featured Diane Gelburd as moderator with presentations by Kathleen Deagan, *Archaeology at Columbus' First New World Settlements, La Navidad and La Isabela*, David Hurst Thomas, *The Impact of European Contact on Native Americans*, and Verna Cowin, *Western Pennsylvania Archaeology*. In conjunction with these sessions the Committee has sponsored school essay contests dealing with the topic "Why is it important to protect archaeological sites?"

— The SAA will continue to provide space within the exhibitors' area for the Resource Forum to allow for displays and demonstrations of educational materials.

Not only has the Forum appeared at the SAA and SHA meetings, but it has been utilized at the National Conference for the Social Studies and the Colorado Science Teacher Convention.

In addition to the display, a compilation of educational materials, *Classroom Sources for Archaeology Education: A Resource Guide* was developed and is distributed free of charge. In cooperation with the National Park Service, this guide will be updated and annotated during 1992. It will be part of the Park Service's *Technical Brief* publication series.

LONG TERM GOALS: THE NETWORK

The SAA must create a North American network with state and provincial representatives. The network will be made up of archaeologists, teachers, and avocationalists. The function of this network, working at the local level, will include: the dissemination of material, development of a local speaker/resource bureau, and representative of the Committee at state, provincial, or regional teacher conferences.

The establishment of the network has experienced some difficulties, but now seems to be functioning. The network now includes representatives of 32 states and provinces. A number of representatives met in conjunction with the SAA meeting in Pittsburgh to get acquainted and discuss philosophy and strategy.

As part of the networking approach, the *Archaeology and Public Education Newsletter* was instituted by the Committee. The first issue came out in September of 1990 and was distributed, free-of-charge, to approximately 400 individuals. The focus of the first few issues of the *Newsletter* was the business of the Committee. By volume 2(4) the *Newsletter* was focusing on archaeology and education issues as well as available

resources and programs. Circulation of the *Newsletter* has increased to over 3,000 (included in this figure are over 1,200 K-12 teachers). The distribution of the *Newsletter* is made possible with the support of several Federal Agencies (Bureau of Land Management, Bureau of Reclamation, Federal Highway Administration, Fish and Wildlife Service, Forest Service, and Minerals Management Service). Individuals may receive the *Archaeology and Public Education Newsletter* by contacting Ed Friedman.

The Committee has been collecting classroom archaeology materials, curricula, handbooks, guides, and evaluating these materials. This is being done as a team effort by archaeologists and classroom teachers. If gaps are identified regarding the availability of material, the Committee may develop new teacher-tested archaeological source material and curricula directed at the appropriate grade level.

REQUEST FOR ASSISTANCE

The SAA *Save the Past for the Future* project and its spinoff, the Public Education Committee, have received blessings and backing from the archaeological profession. It is time to move beyond moral support to active participation. Your assistance for the long haul is needed to ensure the success of this effort.

In addition to your moral support and active participation, we need your financial backing. This can most effectively be achieved through your membership in the SAA, whether regular or associate member. The latter is a new membership category established to encourage avocationalists, but it is open to teachers as well. We hope this will attract our colleagues interested in public education about heritage resources. Join the SAA and register your vote for the public education effort.

FEDERAL ARCHEOLOGICAL PUBLIC AWARENESS ACTIVITIES

Ruthann Knudson

Archeological Assistance Division
National Park Service

INTRODUCTORY COMMENTS

I am very impressed with the state archeological education programs presented in this symposium. All the represented states and province have significant public awareness programs of one kind of another, and most can tell of successful "archeology weeks" that have often just recently been initiated. Most of them had little to no money specifically allocated for public awareness activities, though they have well developed cooperative relationships with Federal land-managing agencies in their states to support public awareness (including archeology weeks).

Several states were involved in avocational certification projects through a state avocational archeological society, and several states were involved in teacher workshops and in Soil Conservation Service archeological training activities.

American Indians were actively involved in archeological awareness activities in Montana and Oklahoma. These success stories are pleasant to hear, and provide a basis for developing even more active programs in the Plains and elsewhere in North America.

Within the Federal government in the U.S., many agencies have archeological stewardship responsibilities that include fostering public awareness of prehistoric and historic values; the 1988 amendments of the Archaeological Resource Protection Act specifically call for such programs in land-managing agencies.

The Secretary of the Interior is responsible for collecting information about such programs, and generally for providing leadership and coordination of the Federal archeology program. The Secretary has delegated the day-to-day implementation of these responsibilities to the Departmental Consulting Archeologist (DCA) and the DCA's support staff in the National Park Service (NPS) Archeological Assistance Program (AAP). That support staff consists of a small Washington, D.C. staff in the Archeological Assistance Division (AAD), and AAP staff members in NPS regional field offices in Philadelphia, Atlanta, Denver, San Francisco, and Anchorage. These field office are also known as the Interagency Archeological Services.

PAWG

A primary responsibility of the Secretary, DCA, AAP, and AAD is coordination of Federal archeology program activities. A major component of such coordination is facilitation of an interagency archeological public awareness group. In 1986, the Federal agencies with archeological resource management responsibilities organized an informal Public Awareness Working Group, or PAWG.

PAWG members include the senior archeologist, or historic preservation officer in agencies in which there is no senior archeologist, and cooperating national

organizations such as the Society for American Archaeology, National Trust for Historic Preservation, Society for Historical Archaeology, Society for Commercial Archaeology, Archaeological Institute of America.

As of November 1991, PAWG members represented 35 Federal agencies and 21 cooperating organizations. The AAD serves as the PAWG facilitator. The group meets for 2 hours most every other month, and members and cooperators are provided with extensive background material prior to each meeting and, later, meeting minutes.

PAWG committees take on specific projects -- the Brochure and Bookmarks Committee has primary responsibility for development of a *Participate in Archeology* brochure [in press], and is considering a second publication of a series of bookmarks. Another PAWG committee is taking the lead for updating a special issue of *CRM* (a NPS periodical) on "The Federal Archeology Program".

In the past, PAWG has identified the need for an anti-looting videotape, and as a result *Assault on Time* was produced by the Federal Law Enforcement Training Center (FLETC) and is available for public purchase and use.

The *Archeological Resource Protection* book (by Judge Sherry Hutt, law enforcement officer Elwood Jones, and archeologist Martin McAllister) was underwritten by PAWG member agencies, using the slim resources of 11 different agencies or departments to pay the writers and some of the publication costs. [As this volume goes to press, the book is itself in press with The Preservation Press, Washington, DC, and will be available in late 1992 at a low cost.]

LEAP

The Listing of Education in Archeology Programs (LEAP) was initiated by PAWG, and member agencies assisting in developing a database compiling information about posters, brochures, exhibits and displays, public participation and school education programs, audios/videos/films, broadcasts, press articles, popular publications, and community outreach activities that promote archeological public awareness. The first LEAP volume was published by NPS, and another compilation of programs conducted in 1990 and 1991 will be published in 1992; these are distributed by the AAD at no charge.

PUBLICATIONS

The AAP has published the quarterly *Federal Archeology Report* since 1988, with input from PAWG members and other sources. The AAP also produces a series of *Archeological Assistance Technical Briefs* and a new set of *Archeological Assistance Studies*. The AAD distributes these at no charge.

The AAP has also developed the National Archeological Database (NADB), which now consists of over 100,000 citations of the minimally published archeological field and laboratory reports, i.e., the "grey literature". These data will be accessible on-line through a national computer network in late 1992 or early 1993.

The DCA and AAD coordinate the collection of NADB data from all parties participating in the Federal archeology program and uses this information for developing the Secretary's Reports to Congress.

Development of the database and the resulting reports have been delayed due to the fact that it must organize information from 35 agencies who all have different computer hardware and software; but that is being resolved. These reports are available for a fee from the Government Printing Office, Washington, DC.

INTERSOCIETY PUBLIC EDUCATION WORK GROUP

The DCA has been the facilitator of an Intersociety Public Education Work Group, which allows education committee chairs from organizations such as the Society for American Archaeology, Society for Historic Archaeology, and American Anthropological Association to communicate more easily among themselves about their various programs and activities.

Related to the Intersociety group, the DCA/AAD has participated in the "Teaching with Historic Places" program of the NPS and the National Trust for Historic Preservation. This program includes the development of lesson plans and education kits that include some archeological information as well as architectural, engineering, and landscape resource information.

The AAP also sponsors public awareness activities at national and regional meetings, such as this symposium, exhibits at annual meetings such as those of the General Federation of Women's Clubs and the National Council for the Social Sciences, and participates in Boy Scout Jamboree events.

ARPA AND LOOT

As part of its public awareness support activities, the DCA/AAP sponsor several training courses throughout the Nation each year to provide information on the Archaeological Resources Protection Act (ARPA) and the Federal requirements for archeological curation. The Archeological Protection Training classes extends to law enforcement programs and other constituencies such as attorneys, State, Tribal, and local government employees, agency managers, and private archeological consultants. These programs are coordinated out of the Washington and regional AAP offices.

The DCA/AAD also support the Interagency Archeological Protection Working Group, which includes representatives of the NPS, FLETC, U.S. Fish and Wildlife Service, Bureau of Indian Affairs, Department of Justice, Bureau of Land Management, Customs Service, Forest Service, FBI, and the Advisory Council on Historic Preservation. This group has supported the development of a Department of Justice manual on *Source Materials on the Protection of Federal Archeological Resources*

The LOOT (Listing of Outlaw Treachery) clearing-house project collects information about archeological crimes including data about the initial crime scene investigation and arrest through final criminal or civil prosecution. This information is used in general publications about archeological crimes, and their investigation, and as background information for sentencing decisions.

PUBLIC AWARENESS

Several Federal land-managing agencies have active public awareness programs that include archeological activities. The U.S. Forest Service has "Passports in Time", and the Bureau of Land Management has "Adventures in the Past" and is beginning a major new "Heritage Education Initiative". The National Park Service has a "Volunteers in Parks" program that often includes archeological awareness, and is also beginning a "Parks as Classrooms" initiative that will incorporate archeological education.

Archeological awareness is the focus of a Soil Conservation Service national training program, and is a major part of the Department of Defense services' (Army, Air Force, Navy, Marines) Legacy Resource Management Program. The Bureau of Reclamation uses volunteers in some of its archeological work. There is a lot of activity around the country.

STEWARDSHIP AND EDUCATION

Archeological stewardship involves making the widest numbers of people in our communities aware of the scientific, humanistic, and spiritual values of archeological resources, for which governments at all levels serve as public trustees.

The Federal archeological program, with all its involved agencies and departments, has a primary responsibility for providing leadership to support archeological awareness activities at the tribal, regional, state, and local levels.

As the presentations in this symposium clearly demonstrate, the Canadian and U.S. public across the Plains have many opportunities to participate in archeological activities. You all are to be congratulated on your current and proposed future efforts.

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